

CTA

JOURNAL

CALIFORNIA TEACHERS ASSOCIATION

APRIL • 1960



HIGHER EDUCATION AND THE MASTER PLAN

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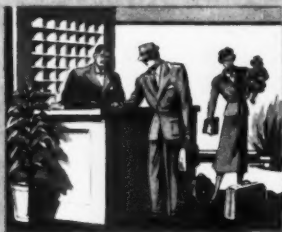
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 Value of Personal Property (Amount of Insurance Desired) \$ _____
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 I live in (check one): Dwelling ☐ Apartment ☐ Other ☐
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H-4/60

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1705 Murchison Drive
Burlingame, California
Phone OXford 7-1400

APRIL, 1960

VOL. 56, No. 4

CONTRASTED with the traditional ivy-covered hall is the sunny informality (and utility) of the typically Californian scene on our cover. It's the new music building on the campus of the University of California at Santa Barbara. Symbolizing the urgency of complex problems, this issue presents some points of view on the future of our colleges and universities.

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CTA Journal, April 1960



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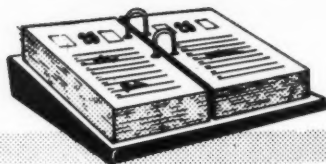


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Calendar



OF COMING EVENTS

APRIL

- 16- —Northern Section board of directors; Section headquarters
- 17-22—Assn. for Childhood Education International study conference; Cleveland, Ohio
- 19-23—Council for Exceptional Children annual convention; Los Angeles
- 20-23—Educational Film Library Assn. American film festival; New York City
- 21- —SCTA executive board, Burlingame
- 21-22—NEA Commission on Educational Finance conference; Hotel Sheraton-Jefferson, St. Louis, Mo.
- 22- —Northern Section officers meeting; Sacramento
- 22-23—Panel on Insurance; Fresno
- 22-23—SCTA annual Council; Burlingame
- 22-23—Calif. Personnel and Guidance Assn. northern regional conference; American River Junior College, Sacramento
- 22-24—National Assn. of Educational Secretaries regional conference; Phoenix, Ariz.
- 23- —Northern Section International Relations Institute; Shasta College, Redding
- 23- —Commission on Higher Education; Burlingame
- 23- —Calif. Business Education Assn. central section; Fresno
- 23- —Calif. Scholarship Federation southern regional conference; University of Redlands
- 23- —Central Coast Section board of directors; Salinas
- 23-28—American Assn. for Health, Physical Education and Recreation national convention; Miami Beach, Florida
- 24-27—National School Boards Assn. annual meeting; Conrad-Hilton Hotel, Chicago, Ill.

- 25- —Section Secretaries; Burlingame
- 29-30—CESAA North Coast Section; Crescent City
- 29-May 1—14th Annual conference presidents of State Assn. of School Administrators; St. Louis, Mo.
- 29-May 1—Calif. Aviation Education Assn. spring conference; Sacramento
- 30- —Calif. Scholarship Federation south central regional conference; Los Angeles State College
- 30- —Northern and Southern California Junior College Assn.; Ventura College
- 30-May 4—ASCD (NEA) Fifth curriculum Research Institute, San Francisco

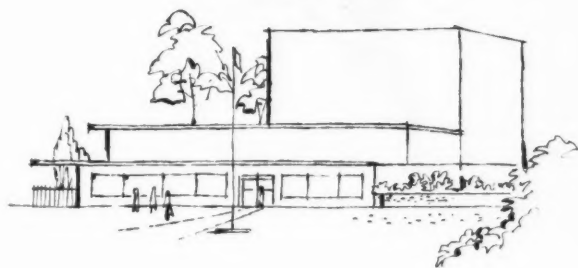
MAY

- 1- 3—Calif. Council of Geography Teachers annual meeting; San Jose
- 2- 3—Calif. Congress Parents & Teachers, Inc., board of managers; Sheraton-Palace Hotel, San Francisco
- 4- 6—Calif. Congress Parents and Teachers, Inc., state convention; San Francisco
- 4- 6—Calif. Future Farmers Assn. annual state conference; Calif. State Polytechnic College, San Luis Obispo
- 5- 6—State Board of Education, State College Presidents, State Teachers Retirement Board joint meetings; Humboldt State College, Arcata
- 6- —Calif. Future Farmers Assn. FFA Parliamentary Procedure contest, state finals; Calif. State Polytechnic College; San Luis Obispo.
- 6- —Bay Section board of directors; Burlingame
- 6- —Commission on Educational Policy
- 6- 7—CASCD southern section meeting; Los Angeles

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- 6- 8—Calif. Assn. of Women Deans and Vice-Principals central region meeting; Yosemite
- 7- —State Library Assn. of Calif. panel meeting; Pittsburg High School, Pittsburg
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- 11-13—State Curriculum Commission; Redding
- 13- —Northern Section Chapter presidents; Oroville
- 13- —Northern Section Classroom Teachers executive board; Oroville
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- 14- —Bay Section council; Burlingame
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- 14- —Southern Section Council; Los Angeles
- 14- —Northern Section NEA Delegates Orientation meeting; Oroville
- 14- —California Council for Continuation Education; Fresno
- 14-15—Delta Kappa Gamma Society state convention; Ambassador Hotel, Los Angeles



WATER versus SCHOOLS a false dilemma



THE GREEKS had a word for it. They invented the "dilemma" as a classic analysis in the theory of logic. The Greek word means literally "two assumptions." When a problem situation is so structured that either of two alternatives is fraught with grave peril, that situation is termed a dilemma. One of the common fallacies in human thinking is, by accepting false assumptions, to assume a dilemma when none really exists. One is sometimes faced with alternatives which, although unpleasant to contemplate, are not subject to choice but each of which must be faced with deliberation and fortitude.

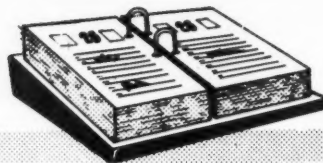
There is real danger that the people of California may assume that the conflicting financial demands for water on the one hand and for school building on the other, establish an impossible dilemma, when actually each of these problems is inescapable and must be faced separately and if necessary simultaneously. The question is not whether we shall have schools or water. California must have both; delay in facing either problem may be catastrophic.

State aid for school buildings is imperative and cannot be continued without the immediate authorization of a sizable state bond issue for this purpose. Buildings for California's exploding school population cannot be given second priority to the solution of the water problem. Both needs must be faced resolutely and the political differences inherent in the water issue must not be permitted to jeopardize the orderly continuation of the school building program.

If, in its good judgment, the Legislature follows the recommendation of the Governor, it will ask the people to vote in November on a seventeen hundred and fifty million dollar bond issue for water development. There will be those who will say that this step precludes the presentation of an adequate issue for school buildings. This argument assumes a false dilemma. However, in order to avoid confusing the two problems, *it will be wise to support the Governor in his suggestion that the school bonds be presented at the primary in June, leaving the water bonds to be decided at the November election.*

Arthur F. Gray
State Executive Secretary

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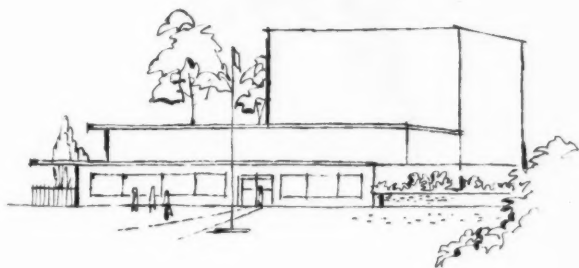
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Arthur F. Gray
State Executive Secretary

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Corr. Sec.: Miss Marcella Gilbertson, 2013 Flower St., Bakersfield

CALIFORNIA ASSN. FOR HEALTH, PHYS. ED. AND RECREATION

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CALIFORNIA ASSN. OF SUPV. OF CHILD WELFARE AND ATTENDANCE

Pres.: Jerome Keefer, Room 30, Courthouse, Sacramento
Sec.: Walter T. Caldwell, P.O. Box 1697, Modesto

Dear Professor 

Here are three quotations from men who have proclaimed the colleges of education and their dominant philosophy to be the foes of intellect:

"I believe that a discussion of the debasement of liberal education and of sound scholarship by these dreary intellectual sinks and their often dismal practitioners is particularly appropriate . . . And you must become aware, if you are not already, that a sustained attack is being made in our public schools on these great fields of human thought . . . I now proceed to a strategic analysis of the foe and his tactics . . ."

Second, "Our educational system is contributing in many ways to the weakening of English: by the present official method of teaching reading, which is bound to produce a large proportion of adult non-readers; by the neglect of concentrated practice in written expression; by a slighting of the great literature of the past, including poetry, which could give a student a sense of the beauty and color and rhythm of his language. But above all it seems to us that the trouble comes from the fact that the official guardians of English in the schools are largely persons who do not believe there is any body of correct English that deserves to be perpetuated from generation to generation."

The third quotation appeared as the closing sentences of an article in which the author presented proposals for the improvement of public education: "No direction contrary to this can possibly be the proper direction for a modern school. No direction contrary to this can possibly be the proper direction of a democratic school."

The authors of the three quotations are, respectively, the chairman of the board, the editor of the bulletin, and the founder and first president of the organization that is the self-styled defender of intellectualism. Their utterances reflect conviction, candor, and colorful expression, but do they seek to create an intellectual tone? Are they seeking truth and knowledge? Or are they trying to persuade by the skillful manipulation of emotions rather than by intellect?

Don

CTA COMMISSION MARKS ITS COURSE

FIRST OBLIGATION of the CTA Commission on Higher Education is to study, to inform itself, to think about, and to discuss freely and fully the pros and cons of the many problems besetting higher education in California, now and in the future.

The second, related to the first, is that it shall at all times remain open, accessible, and in reasonably good communication with the "grass roots" sources of information and opinion among the faculties of the colleges and universities in the state.

The third is considered to be the function of explaining and interpreting to the membership the nature of problems studied as well as the variety of opinions and insights that have been gleaned. These have been arrived at, not only from study and discussion, but from an active and interested constituency, the instructors and administrators of the colleges themselves. These must be explained and interpreted to the great body of CTA membership to the end that teachers may profit in their own thinking, discussion, and deliberations.

To date the Commission has held seven meetings—meetings devoted, even dedicated, to carrying out these three obligations. The most important development in the field of higher education since the Commission's first meeting last September was the introduction of the Master Plan for Higher Education in California.

In addition to receiving regular reports by the CTA Higher Education Executive on discussions of the State Board of Education and liaison committee, the Commission has heard reports from various resource visitors and experts on many phases of the Master Plan. These have included Dr. Glenn S. Dumke, president of San Francisco State College, member of the Commission representing higher education-at-large and member of the Master Plan Survey Team, and Dr. Lyman S. Glenny, professor of political science at Sacramento State College and author of the definitive book, *Autonomy of Public Colleges, The Challenge of Coordination*. Two other members of the Master Plan Survey Team, Dr. Dean McHenry, administrative assistant to the president of the University of California; and Dr. Henry Tyler, executive secretary of the California Junior College Association, as well as Dr. Hugh Price, director of the bureau of junior colleges, State Department of Educa-

tion, have broadened background study by the Commission.

Discussions have been further enhanced by reports of conferences held with a number of junior college and state college faculty groups. The Commission has circulated over 15,000 CTA-duplicated copies of the Master Plan and various resolutions of other state-wide groups and individual faculty groups in relation to the Master Plan.

Recently the Commission has endeavored to communicate its activities and views to the 18,200 instructors and administrators of all colleges and universities in the state by the appearance of the first issue of the Commission's first regular publication, *California Higher Education News Briefs*.

In the four-part symposium which follows, the Commission hopes to communicate its reactions to the Master Plan to the membership and to the teaching profession in the colleges of the state. Early in March the Commission had unanimously adopted a position with regard to the Master Plan as a whole and with respect to certain specific provisions. It will present these views to the Legislative Committee and the State Council of Education at their April meetings.

Aspects of its official position include: (1) The Commission commends all agencies and personnel responsible for the production of the Master Plan for Higher Education in California; (2) It approves in principle the provisions of the Master plan; (3) It recommends passage of the amendment to Article IX, Section 16, of the State Constitution providing that, in transferring presently existing rights of state college employees to a newly-created State College System, special provision be made in the amendment to ensure uniformity among all present institutions of the State College System, and further, that the provision continue in the amendment "that said Corporation shall also have all the powers necessary or convenient for the effective administration of its trust . . ." (4) It further strongly supports legislative implementation of the elements of the Master Plan relating to increased state support for the operation and construction of junior colleges, and (5) That strong support be given legislation extending and broadening the present state scholarship program.

FREDERIC W. HILE,
Higher Education Executive

UNIVERSITY OF CALIFORNIA

By Richard E. Powell

SINCE the Master Plan Survey of Higher Education offers such a comprehensive program for public higher education in California, its recommendations touch the University of California in a number of sensitive points. The Master Plan is as keen a topic of discussion on the campuses as it is for the Legislature and the voters of California, who will, if they choose, put it into effect. For the sake of argument, let us suppose that the Master Plan recommendations have been accepted in substantially their present form, and ask ourselves what will be the probable impact on the operation of the University.

The first question has to do with selection and retention of students. If we limit first-time freshmen to the top 12½ per cent of graduates of public high schools, are we limiting the University to geniuses? Excluding nearly all athletes? Denying a University education to large numbers of capable young people in California? The answer is surely no. The limitation is not appreciably greater than that imposed by the traditional requirement of a "B" average in high school; the University will, by a somewhat more careful use of criteria for

success in University studies, have to select the entrants who are least likely to fail. But there will be no major change in the intellectual distribution among students, nor will the screen be so fine that it excludes all athletes, any more than it does now.

The Plan does envision some improvement in the scholarly tone of the campuses, for the University as for the State Colleges (and percentage-wise about the same in both). The "second chance" for students will be, as now, through the Junior College route.

The second major question has to do with the government of higher education. How will the newly created Coordinating Council for Higher Education affect the present system of government of the University? The creation of the Board of Trustees of the State College System of California, in many ways the most striking recommendation of the Master Plan, would not be expected to have much direct impact on the University. If it is as successful as anticipated, there would of course be an indirect benefit to the University, as there would

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JUNIOR COLLEGES

By Courtland L. Washburn

ALTHOUGH the Master Plan Survey will probably not have as great an impact on the junior colleges as it will on the State College system and on the University, it will, nevertheless, influence the role of the junior colleges for many years. It will give increased recognition to the significance of junior colleges and it will firmly establish them in California's new tripartite system of higher education.

This will be done through the Plan's recommendation that an amendment be proposed to add a new section to Article IX of the State Constitution providing that Public Higher Education shall consist of the junior colleges, the State College system, and the University of California. Other recommendations in the Master Plan will assure the junior colleges of a greater share of the better students, a voice and a vote in coordination procedures, and additional State aid for operation and construction costs.

A diversion of a portion of lower division students from the University and state colleges to the junior colleges is specifically recommended. It is estimated in the Master Plan that by 1975 this recommendation will

result in 50,000 students being enrolled in the junior colleges who would normally at that time have been enrolled as lower division students in the state colleges and University.

Since this diversion of students to the junior colleges will result in added local financial obligations, for both operating expenses and capital outlay, the Master Plan recommends that the proportion of total current support paid to the junior colleges from the State School Fund be increased from the 28.8 per cent now in effect to approximately 45 per cent, and the construction funds, either through grants or loans or both, be distributed to the junior colleges for capital outlay purposes on an annual basis. It is further recommended that procedures be devised to assure that all funds allocated to and for junior colleges for current expense or for capital outlay by the State be expended only for junior college purposes.

To accommodate the influx of students into the junior colleges, the Master Plan recommends that the State

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STATE COLLEGES

By Fred T. Wilhelms

VERY FEW Californians know what an outstanding system they own in their chain of state colleges.

The unawareness is natural, for what we have is practically brand new. Fifteen years ago the state colleges were mostly small, limited in scope, and half-starved for funds. Then the 1948 "Strayer Survey" revealed that they simply had to be moved up to a new magnitude. Seven years later the Restudy headed by McConnell went still further. Even without these studies, the sheer pressures of numbers would have forced change; but the two surveys gave a basis for planning.

The state response has been thoughtful and dynamic. By deliberate policy, new life has been pumped into the state college system. The results easiest to see are physical and quantitative. Seven new campuses have been built. Anyone who visits colleges and universities will rate these new facilities among the best in the nation. At established campuses new building is going forward at a great pace. New colleges are operating in rented buildings in Alameda and Orange Counties. Site purchases are authorized in Stanislaus County and the North Bay. Total state college enrollments have gone

up from 25,000 FTE ("full time equivalent") in 1950-51 to 56,000 in 1958-59.

Improved salaries and conditions of work enable the state colleges to bid for faculty on even terms with all but the greatest universities, and outstanding faculties are being assembled. Teaching loads are moderate, and student ratios low enough to permit excellent instruction as well as personal counseling. Libraries, equipment, and teaching facilities are superior.

The scope of the state college programs has been greatly broadened. Until 1946 the education of elementary teachers was overwhelmingly the first concern. Then the preparation of secondary teachers was added. Recent years have brought new programs, including engineering and social work. In 1950 work was extended upward through the master's degree. Today the range of undergraduate and graduate majors is an amazing one.

State college student bodies are of high quality. In contrast to many states where even the university must take all high school graduates, our state colleges select from the top 44 per cent—possible because California

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INDEPENDENT COLLEGES

By Father Darrell F. Finnegan

UNRECOGNIZED, perhaps, by the average person thinking of colleges in California, is the fact that, of the 53 institutions of higher learning currently accredited in the State, only the five branches of the State University and the 11 State colleges are part of public higher education. The remaining 37 colleges and universities serving the State are all independent institutions. Thus, numerically, the largest group of colleges engaged in full four-year collegiate instruction are descendants of those hardy pioneers who erected colleges before their cities and almost before their homes.

Three of these venerable institutions have celebrated their centenaries (College of the Pacific and the University of Santa Clara in 1951 and the University of San Francisco in 1955) and four more can do so before the University of California will hold its centennial celebration. Paradoxically, the institution from which the State University sprang, the College of California, would have been celebrating its centenary this year had it survived. Bravely founded by the Congregationalists and New School Presbyterians as an "evangelical" and "un-

denominational" college, designed by its charter to "never come under the control of Church or State," it succumbed to the latter within eight years and became the nucleus of our great State University at Berkeley.

Today the independent colleges enroll approximately 60,000 students and range in size from Harvey Mudd College with 155 students to the University of Southern California with its 18,069 enrollment. With such vast differences in size, curriculum and outlook, it is only natural that problems will differ greatly with different schools. Some of the independent colleges are Church-related institutions offering a strong liberal arts program to a small and somewhat homogeneous student-body, while others are multi-purpose institutions with several distinct colleges and professional and graduate schools. Faced with common problems, some administrators and faculty exchange ideas and share development plans in such organizations as the Association of Protestant Colleges while others participate in the College and University Department of the National Catholic Education

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to the junior colleges, for the health of any part of our system of higher education cannot but affect the others.

It may be mentioned that the University, rightly or wrongly, feels some pride that the Board of Regents has served as a model for the Board of Trustees, that this is a compliment to the many decades of distinguished growth it has experienced under the leadership of able and effective Boards of Regents.

To return to the Coordinating Council question: there are pros and cons. The most optimistic point of view is that the Council, through its power of budgetary review, will see that the educational funds of the state are most efficiently distributed; through its advice on the programs appropriate to each system, will avoid unnecessary duplication of effort; and through its power to recommend on new facilities and programs, will guide in the growth of new campuses, of all the systems, where they will be of most advantage to the state. There are some possible hazards: for example, that the Council might be so weak in its actions that it did not in fact bring about any coordination between the governing boards, or at the opposite extreme, so high-handed that it alienated both boards. However, this kind of hazard must be accepted in the management of any major enterprise, and the system of higher education in California is assuredly a large and complex enterprise. The hand of the Coordinating Council will not be felt at once; indeed, it may not be felt at any particular time, for its influence is a long-range influence, extending over many years and all the length of the state, but ultimately setting the pattern for the location and operation of our colleges and university campuses.

The third question has to do with the joint doctorate program. Only time will tell whether this will work out as planned, but there is much indication that it is an effective scheme to combine the expensive

and elaborate library and laboratory facilities of the University campuses with the scholarly quality found in faculties of the State Colleges. Its obvious goals are to give graduate training to the capable students anywhere, as well as to stimulate scholarly work and attract some of the best scholars to our State Colleges, but without embarking upon disastrously expensive programs.

It does not seem likely to be a large program at first, though there are some fields of research in which it could be put to use immediately. The obvious disadvantage is that a joint program must fail if there is ill-will on either side. But the squabbles are not likely to be more serious than those already going on within most campuses of any university. The prize for success is so great that the faculties are looking forward hopefully to a trial of the system.

Because no plan can expect to be successful if it goes against the grain of the participants, it may be of interest to record here the expressed views of the faculties of the University of California, who, at a recent meeting said, in part, "the Academic Senate . . . declares its readiness to help implement the decisions reached, and expresses confidence that an appropriate constitutional amendment will provide the framework needed to insure an orderly and economically sound development of public higher education in California."

Dr. Powell is professor of chemistry, University of California, Berkeley. He is in direct charge of 1200 freshmen enrolled in chemistry classes. A graduate of UC, he obtained his Ph.D. at Princeton in 1943, where he also served as an assistant professor. A prolific scholar and writer, he is Phi Beta Kappa, a member of American Chemical Society, American Institute of Physics, and Sigma Xi.

DR. WASHBURN . . .

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give encouragement to making junior college facilities available for those school districts not now adequately served, either through the establish-

ment of new junior colleges, or by making such districts a part of districts now served by junior colleges. Further, until all territory of the State not included within districts operating junior colleges is brought into junior college districts, that means be devised to require areas that are not a part of a district operating a junior college to contribute to the support of junior college operation at a rate more consistent with that contributed by areas included in districts that maintain junior colleges (a CTA-approved policy).

Adequate junior college facilities will have to be provided in an area before a State College or University campus can be established in the area. The Master Plan indicates areas in which 22 new junior colleges are presently needed.

The Plan recommends that junior colleges continue to be governed by local boards with the State Board of Education prescribing minimum standards for the formation and operation of junior colleges and exercising supervision as prescribed by law. The status of the junior college as part of the Public School System would not be altered.

Junior colleges would have equal representation with the University, the State Colleges, and the independent colleges on the proposed Coordinating Council for Higher Education. These representatives would be (1) a member of the State Board of Education or its chief executive officer, (2) a representative of the local governing boards, and (3) a representative of the junior college administrators. The junior college representatives, however, will have effective votes only on junior college matters.

It is recommended that junior colleges continue to offer instruction through but not beyond the 14th grade level including but not limited to one or more of the following: (1) standard collegiate courses for transfer to higher institutions; (2) vocational-technical fields leading to employment; and (3) general, or liberal arts courses. Junior college functions now carried by State Colleges at

State expense, would be terminated not later than July 1, 1964.

The above recommendations of the Master Plan Survey will primarily affect the junior colleges but many of the other recommendations in the Master Plan such as those on uniformity of grading, on policy and practice on probation and dismissal, on tightening transfer procedures, on an articulated curriculum, or greater physical plant utilization, and on increased faculty salaries and benefits, will also affect the junior colleges.

Increased enrollment in the junior colleges resulting from the diversion of students recommended in the Plan will consist of students primarily interested in transfer to four-year institutions following completion of the junior college program. This may result in such an expansion of the transfer function of the junior college that the vocation-technical function would be neglected. Such a possibility must be prevented.

The Master Plan makes no recommendations regarding many of the problems of particular concern to junior colleges, such as: (1) the uniform establishment of separate junior college districts throughout the state; (2) the possibility of changing the computation of State aid to some other basis than that based on average-daily-attendance; and (3) effective faculty participation in local policy development.

Dr. Washburn is instructor in mathematics at American River Junior College, Sacramento. A graduate of Colorado State College, he received his Ed. D. degree in teacher education at Stanford. He taught in Colorado high schools, came to American River in 1950, where he served as chairman of the professional relations committee of the local CTA chapter. He served on the staff of "Restudy of Needs of California in Higher Education" in 1954-55.

DR. WILHELMS . . .

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depends on its superb junior college system to keep opportunity open to all.

All in all, the state colleges have

made amazing progress. They stand today as one of the finest bodies of colleges in the world—far too little appreciated in their own state.

What more can they want, then? This opening year of the Commission on Higher Education is also the year of the Master Plan Survey, which has excited state college faculties. What are the state colleges seeking as the Master Plan goes before Legislature and people? Opinions vary—heat- edly; what follows cannot be taken as an official statement of position. But as I see it, the big goals shape up about as follows:

First and foremost, the state colleges want independence. They have done too well under the State Board and State Department of Education—with State Personnel Board and Department of Finance also in the act—to be altogether hostile to that management. But they are tired of having educational decisions made by non-educators. They want a strong board of their own, handling its own personnel and financial details, charting its own educational directions.

All this the Master Plan's constitutional amendment would give them. It calls for a Board of Trustees with roughly the scope and autonomy of the Board of Regents—to which many credit the greatness of our University—and for a chancellor. If the amendment is adopted, the state colleges will form a compact system with freedom and competent organization.

Second, the state colleges want the faculties to become the major voice in academic policy-making. The world's great universities operate on the assumption of the "community of scholars"—a corporate body setting its own policies, formulating its own programs, delegating duties to administrative officers. Historically the state colleges have been "run" by their administrators. Recently there has been more democracy in administration. But faculties have not yet had anything approaching the basic authority of the traditional university faculty.

As this is written, the state college presidents and the State Board of Ed-

ucation have, in general terms, endorsed high faculty participation. The constitutional amendment will authorize something like an academic senate or faculty council—within each college and for the system as a whole. We believe that whether the amendment passes or not our faculties will move toward greatly increased, unified power. The colleges have simply matured to the point where this advance is inevitable.

Third, the state colleges believe that participation in research is essential to the building of a great faculty. They do not wish to duplicate the University's research centers and they gladly endorse its role as the primary research institution. But they flatly insist that faculty men and women shall have a chance to do research appropriate to their work, and that the state allocate time and resources therefor.

Many feel the Master Plan is at its best in this area. Designating the University as *the* great research center, it limits vigorously the number of places maintaining costly research libraries and equipment. At the same time it provides that state college faculty members shall have some time for research appropriate to their colleges, with free access to the University's libraries and facilities when these are needed.

Fourth, some state college members are eager to offer the doctorate, and more wish to be free to grow toward doing so in the future. The Master Plan may be at its weakest here; it provides for joint doctorate programs to be developed by the University and the State College System. This will be difficult to implement, even if the University cooperates. Few think the arrangement really hopeful; probably it has escaped great criticism only because faculty members are not deeply concerned about the doctorate.

Finally, the state colleges want freedom to grow as future social needs may indicate. In the inevitable competition with the University, they want to be able to make their case on equal terms and have it heard.

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Indispensable Guides for the Profession

EDUCATION has its share of "reform literature." Some fairly memorable titles come to mind: *The Committee of Ten Report*, *Cardinal Principles of Education*, *The Reorganization of Secondary Education*, *The Purposes of Education in American Democracy*, *Education for all American Youth (and Children)*, *Elementary School Objectives*, *The Restoration of Learning*, *The American High School Today*, *The High School in a New Era*, *The Case for Basic Education*, *The Future of the Public Schools*. Only time will tell which of these were "great books" in education, but it was obvious upon their appearance that the authors intended to exhort someone to produce change in education practice. These books were meant to be policy stimulants and guides.

It is apparent that nearly all of these appeals have been made both to the citizenry at large and to the members of the teaching profession. Of itself, this wide appeal evidences a recognition of the long tradition that decisions affecting a community's schools will be worked out cooperatively by its citizens and its professional staff. While the schools in a democracy must continue to look

for direction from the people they serve ("the public schools belong to the people"), this basic policy does not in any way reduce the importance of the role played by education experts.

As pointed out by the Mid-Century Committee study, there are at least two very solid reasons why the educator must be accepted as professional expert: (1) the present body of information about learning and teaching has become so great that ability and training of a high order are required *to make use of it*; (2) knowledge of the problems and possibilities in education of the human individual has expanded to where there must be a general expectation that successful teaching practice will be a truly effective humane service.¹

One of the principal problems for the education profession is to become the respected and established partner envisioned by the viewpoint just noted. Some observers have despaired of this partnership and openly advocate that teachers organize to apply force in the exercise of their professional prerogatives. If there were no prospects of success in the partnership approach, the applied force strategy might have justification, but many instances of successful partnership solutions of educational problems belie the need for a wholesale resort to raw power politics.

How do the teacher and the school administrator marshal professional experience and conviction in successful partnership with the public? Since evidence of the successful partnership will mainly lie in agreement on educational policy, the education profession has to maintain and use some kind of associational machinery for the delineation of educational policy. Group expression is needed to give professional sanction to a particular policy position; the individual teacher, while prepared for a policy view, is at a disadvantage in obtaining a hearing on it.

The largest body of professional educators, through its National Education Association, has maintained the Educational Policies Commission. The large state associations have found it desirable to parallel this idea; in the CTA there is a Commission on Educational Policy. Both NEA and CTA have other commissions as well, but the commissions bearing the direct educational policy title strive to work in the overall problem areas of "what to teach" and "how to teach."

The success with which professional statements on curriculum and method can be developed and made applicable to school operations is of itself a measure of the status and responsibility that teachers have. If, on the contrary, these matters are either handed down to school staffs by the school board, or the schoolmen stand by to wait for community pronouncements in these fields, there are grounds for doubting that professional responsibility exists. Complete teamwork between the public and the professional body can exist where one group sets forth clearly the objectives and results it wants the school to achieve, while the other, specifically

¹Kearney, Nolan C., ed., *Elementary School Objectives*. A report prepared for the Mid-Century Committee on Outcomes in Elementary Education. New York: Russell Sage Foundation, 1953. P. 23



CURRENT MEMBERS OF CTA'S COMMISSION ON EDUCATIONAL POLICY, clockwise, are shown: Dr. Earle Crandall, superintendent, San Jose city unified district; Dr. Howard Wilson, dean, school of education, UCLA; Mrs. Lyyllie Gleeten, classroom teacher, La Canada elementary schools; Mrs. Louise Weller, elementary principal, San Diego city unified district; Mrs. Claire Cullather, secretary; Mr. Karl Bengston, chairman, classroom teacher, Hartnell junior college; Dr. Kenneth R. Brown, consultant; Dr. Arthur F. Corey, CTA executive secretary; Mrs.

Dolores Tighe, elementary teacher, San Francisco city unified district; Mrs. Wilma Avery, high school teacher, Oakland city schools; Mr. Carvel Wood, junior high school teacher, Palo Alto city unified; Mrs. Evelyn Clark, elementary teacher, Burbank. Absent from the picture are Dr. Grant Jensen, high school principal, Kern county joint union high school district; Mrs. Vivian Cox, elementary consultant, Los Angeles county schools; Dr. Jay Conner, associate superintendent, State Department of Education; and Dr. Joseph Weckler, chairman, department of anthropology, USC.

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prepared to do so, proposes the experiences and processes by which these goals can be reached.

CTA's Commission on Educational Policy is now five years old. It has not produced a great book on educational policy at any point, nor is it charged with this duty. Rather, it has sought to propose policy positions to the CTA State Council of Education on a number of problem points or issues. Like most groups which take themselves seriously, the Commission's first effort was to orient itself to its role. It found itself in effect "taking an oath" as to what it thought the public school was mainly for, so that it would have some reference base from which to take a stand on particular issues. The resulting "We Hold These Truths . . .," adopted by the State Council of Education in December, 1955, gave CTA members a credo with which to promote and espouse forward-looking educational policy.

After feeling its way further in examination of controversial issues in the schools, and in school responsibility for the education of the gifted, the Commission took its biggest bite to date in the issuing of a statement on instruction in the typical modern school.

The School and Its Program was not presented as a proposed plan of education. Rather it was written to interpret the curriculum in which so many teachers in the schools of California were presently working. It was

meant both to refute certain of the current criticisms of the school program and to bolster teachers in their defense of what they considered to be good education. The various parts of the statement were solicited in draft form from individuals in the universities and colleges and schools of the state who were believed to be expertly qualified to supply an accurate account. The Commission then sat as an editorial board for more than a year in the careful weighing of the contents of the statement.

Since *The School and Its Program* was not written as a policy proposal, but instead as an interpretative analysis, the Commission did not ask the State Council for an endorsement. The statement was published by the Commission as an exposition of its own.

The Commission has begun the preparation of a statement on what the profession believes a complete and desirable school program *ought to be*. Faculty at the University of California at Los Angeles have accepted the invitation to prepare the draft copy for consideration by the Commission. Close upon the heels of this "blueprint" will follow another statement pointing to the staff structure and relationships needed to make the "good school program" truly effective.

—KENNETH R. BROWN

CTA Professional Services Executive

Planning, approving, and executing policy are important functions of education today.

By James E. Russell

I HAVE HEARD teachers ask it. Usually they do not ask me to my face. They are too polite for that. But they wonder. And I have overheard the question. "Why should we put our hard-earned money into an Educational Policies Commission?" More than once I have hoped that they would ask me, because it is an important question and it has an important answer. That is why I was happy when your editor invited me to write a piece on how policies are made, and since then I have been trying to figure out how to tell teachers about the policy-making process. This is not as easy as you might think.

Trouble is that policy-making is distant from the teacher, and it is also hard to understand. Most people don't take much time to try to understand things which are hard and don't seem very important to them. But policy-making *is* important to teachers. Every important decision on school affairs is a product of this process. And that goes for salaries, budgets, school law, certification standards, professional rights, tenure, even for the content of instruction. So here goes.

In the making of any kind of public policy, there are three stages:

1. *There is a thinking stage in which someone tries to figure out the right thing to do. This can be called Policy-planning.*
2. *There is a political stage in which the planners' ideas are subjected to the forces which the society has created to influence, limit, or approve decisions as to what is to be done. This stage can be called Policy-approving.*
3. *There is a stage in which the approved policy is carried into effect. This can be called Policy-executing.*

Let me comment on these stages in reverse order. The last stage is the one most professionals recognize as their main job. They think of themselves as public servants, devoted to carrying out policies made by others.

Dr. Russell, secretary of EPC since July, 1957, is a scion of a distinguished family of American educators.

Sometimes they overlook the extent to which there is feed-back from the execution of policy, even as far as the planning stage. But it is obvious that any policy-planner must be concerned with how his recommendations work out, and if they are not succeeding, he must make changes. So any professional in education will have some part also in the planning process, even though he may not recognize it.

The second stage is, in the main, beyond the hands of professionals. It is in the hands of legislators, school-board members, pressure-group operators, private citizens, and other forces which operate on the political scene in America. This is the stage which we professionals usually abhor. It presents a scene of political conflict which may contain elements we dislike, including, perhaps, compromise, half-truths, anti-intellectualism, grossly overdrawn charges, and sensationalism. Our society has many facets; our people are highly diverse. Agreement is not easy to find, but disagreement is plentiful. These disagreements find their most effective expression in the policy-approving stage. Thus, while this stage may seem disagreeable, it is also very necessary, for it is only by this process that we can adapt policies to the "consent of the governed."

The first stage is again mainly in the hands of the profession, but in a very different sense from the policy-executing stage. Here is where an Educational Policies Commission fits in. Not that you have to have a Commission to do policy-planning. Far from it. There is no way to avoid policy-planning. It is done all the time in every school in the land. The question is not whether you do policy-planning but how to do it wisely. Wisdom in policy requires a set of conditions not easy to obtain in American education. It is to ensure these conditions that policies commissions were brought into being.

What are the requirements?

First, the pace must be slow enough to make it possible to reflect and ponder. The policy-planner must have a perceptive mind and must come to grips with deep implications in the problems he deals with and in the solutions he proposes. He must be very sensitive to these implications. I do not believe that the intellectual perceptiveness required to do this job can exist under pressure of deadlines or when distracted by special interests clamoring for attention. I speak from the heart

Members of the Educational Policies Commission (NEA-AASA), at a meeting in New York City last year, discuss "The Contemporary Challenge to American Education." Left to right: Arthur F. Corey, executive secretary of California Teachers Association; James B. Conant, distinguished educator, scientist, diplomat, and author; Herman B. Wells, president of Indiana University and chairman of the Commission; James E. Russell, secretary of the Commission and author of the article below; Benjamin C. Willis, general superintendent of schools, Chicago; Sarah C. Caldwell, former NEA president and Akron, Ohio, teacher; William G. Carr, executive secretary of the National Education Association; and Philip J. Hickey, superintendent of instruction, St. Louis. The Commission, established in 1935, has 20 members.



when I say this, for I have had to deal with problems of policy-planning both with and without deadlines, and the difference is marked. In the course of a considerable military experience I worked against deadlines nearly continuously. As I look back on it now, I find it hard to agree with any of the recommendations I made then. Since joining the staff of the Educational Policies Commission, however, I have worked in a situation free from deadline and constituency pressures, and I believe that the quality of the performance reflects the difference.

The second requirement of wise policy-planning is professional staff. Let no educator assume that the hard work of policy-planning can be done by an overburdened administrator in his spare time. It is a full-time job which can be done only by total, uninterrupted attention of able minds.

The third requirement of wise policy-planning is experience in the field for which the proposed policies are being planned. More experience is needed than any single individual can possess. Thus it is necessary to assemble a group from a variety of backgrounds. Needless to say, this group must also be disinterested, open-minded, and able. It must possess richness of experience; it must also possess the willingness to consult the experience of others.

The fourth requirement is continuity. Before a group of experienced educators and a professional staff can operate effectively together, they must understand each other and the problem at hand. Once they do know each

other and learn to work together, they are capable of transferring their attention to many professional questions.

The last requirement—in some respects it may be one of the most important—is recognition. The policy-planning function cannot be filled by persons who lack the respect of their colleagues. If they do not enjoy respect, what they have to say will not be heeded, and if it is not heeded, it is useless. This is why the Educational Policies Commission has traditionally included persons of very high prestige. Some are persons from central leadership positions in the profession. For example, California's own Arthur F. Corey is currently a member of EPC. So is William G. Carr, who got his start in California. Dr. James B. Conant has been a member of EPC for longer than any other person; his terms total nearly 18 years. President Eisenhower was a member for four years. The roster of past members reads like a catalogue of educational leadership.

When a group like this meets, it has a fair chance to discover educational wisdom. It has the time to seek out wise answers. It has the staff to express it and the experience to understand it. It has the continuity and recognition which lend authority to its recommendations. Under these circumstances it becomes possible to make studies of educational issues and to develop recommendations which can be useful to those on the firing line. This is a job which individual teachers and local schools cannot do for themselves.

Teachers In CYA Schools

By Margaret Dennis

THE STUDENT who sits in class, wrapped in a protective vacuum of indifference which nothing can seem to penetrate . . . the bully who boldly asserts he's equal to anybody, but whose behavior grows steadily worse because he can't read, can't keep up . . . just one such child in class can be nerve-shattering, as every teacher knows.

But there are teachers who have at least 15 pupils with problems as severe as these, and teach them 234 days a year. They are the teachers in California's Youth Authority schools. Fully credentialed teachers, they instruct youthful law offenders between the ages of eight and eighteen who have become wards of the state.

The Youth Authority operates nine institutions over the state for the rehabilitation of delinquent youth. In each, year-round school plays an important part in rehabilitation. CYA teachers are required to have credentials so that wards may complete elementary or high school education under their instruction (although the public schools are not required to accept credits earned in CYA schools).

To maintain a child in a CYA institution costs between \$3000 and \$4000 a year. CYA is independent of any other state agency; to finance its programs, it must submit a budget to the Finance Department and the Legislative Analyst for approval, then work to have this budget passed by the Legislature.

Youth Authority teachers are civil service employees, appointed by competitive examination. Their classes start at 7:45 a.m. and end at 4:45 or 5 p.m.—an eight-hour-day, 40-hour week under civil service regulation. These teachers have 15 days'

vacation a year, plus 11 legal holidays. They may choose either the Teachers' Retirement System or that of the State Employees.

The job of teaching delinquents isn't easy. It takes skill, understanding, and genuine concern for each individual and his problems. There are no classes, as such, because students leave and are replaced constantly. The average length of stay in a CYA institution is seven months. As soon as a ward completes his requirements, someone else is waiting to take his place.

This means there is little formal teaching in the class as a whole. Students work at individual assignments or to strengthen weaknesses revealed by diagnostic achievement tests given at the CYA reception centers when they first arrive.

Each student knows his achievement scores and discusses them with his teacher. He knows what he should achieve, according to his ability, and it is his responsibility to improve his work to that level. He is urged to think out his difficulties and to ask for help when he really needs it.

Satisfactory achievement in academic subjects is necessary before a ward may apply for parole. In each case, the amount of retardation, ability, and effort is considered. When a parole date has been granted, the ward attends a carefully planned pre-parole program. Much help is given to build up strength to resist the things that resulted in his trouble in the first place.

Programs differ among schools, each determining its own curriculum according to the needs, ages, and abilities of the wards. Each institution has a supervisor of instruction who acts as the principal. A state committee on curriculum works to coordinate the courses and evaluates programs and procedures.

At the Paso Robles School for Boys (average age 18), wards go to school only half a day, but teachers teach two sessions. The composition of the

sessions is determined by diagnostic tests. Each boy has weekly requirements to meet in English, math, and social science. Industrial arts is taught as an extra subject and remedial reading is offered as a special class. When not in classes, the boys mow lawns, do laundry and cafeteria work, repair and paint buildings and act as plumbers', carpenters', and electricians' helpers on the school grounds.

At the Fricot Ranch school, where boys are between the ages of 8 and 13, each teacher has one class all day. A variety of physical education activities breaks the afternoons.

Every summer the entire Fricot staff of 90 employees and their families, and the 185 wards go camping for two weeks at a Boy Scout Camp some 50 miles away. The planning and execution of such a venture is unbelievably complicated.

The average age of wards at the Ventura School for Girls is 18. Here the school is departmentalized, and each teacher has the same subject several times a day. Students also have scheduled work periods, for they take care of the grounds, do the laundry, and make the clothes they wear while in the institution. In addition, they take care of their living and sleeping quarters and the hospital. Courses in art and vocal music especially are important. The girls are asked to perform many times in near-by towns.

What about discipline? Two of the most extreme disciplinary measures—corporal punishment and suspension—cannot be used by CYA teachers. The U. S. Code pertaining to Institutions Serving Delinquent Children says: "Corporal punishment should not be tolerated in any form. It, when used, quickly becomes a crutch for the unresourceful staff member." California State Penal Code defines discipline: "To give moral and mental training, to educate."

Discipline problems must be solved within the institution by staff and pupils. Responsibility is placed directly on the wards. They are not called down in class or reprimanded individually in front of others, but periodic reports of behavior and

Miss Dennis, Bakersfield teacher and member of the CTA committee on professional rights and responsibilities, has been a spokesman for organizational action leading to legislation which would provide for early detection of pre-delinquents.

achievement are turned in to a discipline committee. The principal or officer in charge discusses the decision of the discipline committee with the ward. In extreme cases, a recommendation might call for the student to be placed in a special adjustment program.

A case conference of all personnel working with the ward may be called. Here staff share their observations of the ward's behavior, and discuss ways of giving supportive help.

Under the supervision of the psychologist, teachers work out programs of group counseling procedures that prove effective. Support and re-education are goals of group counseling. From five to seven wards, with their teacher-counselor, explore questions which the wards raise, such as, "what have I done?" "what is my world like?" "what is expected of me?" "what should I expect of myself?" "where do I go from here?" "how can I get there?"

At Fricot, the boys are never excluded from classes. One veteran teacher expressed the feeling that the security of knowing that suspension is not possible automatically makes the ward feel that he, himself, must accept the responsibility of improving his behavior and attitudes.

The Ventura School for Girls uses the concepts of the Mother Foundress of the Convent of the Good Shepherd, written 97 years ago. "Speak little and punish rarely. Win the children by manners contrary to that which they are accustomed to in the past. Spare them anything that would incite them to impatience and dishearten them. They are always morbidly sensitive. One offensive word may leave a wound kindness cannot heal . . . Authority is a certain air, a certain ascendancy which commands respect. It is neither age, nor tone of voice, but a character of mind, equal, firm, always possessed, builded by reason, never by caprice or passion."

This attitude is evident among CYA teachers as they carry out their difficult and tremendously important task of rehabilitating delinquent youth. A visitor cannot fail to be impressed by their work and the spirit

of pride which permeates these institutions.

For any teacher, a visit to one of the CYA institutions is recommended; you'll find a cordial welcome — and inspiration — at Preston, Fricot, or Los Guilicos in Northern California; Fred Nelles, Paso Robles, or Ventura in the South.

But the thoughtful visitor is left, too, with several questions.

During the ward's stay at a CYA school, he has been given much help in building new attitudes and patterns of behavior. His entire CYA experience has been aimed at preparing him to re-enter public school and to succeed there.

Despite his new determination and the strength he's built up in pre-parole training, this will be no easy task. As parolees, these young people need support and understanding if they are to make good. For most, the home situation will be unchanged, and they can expect little or no help from this quarter. The public school then, will be their only hope for help as they try to become an accepted part of the community.

How is the public school prepared to help these young people?

A greater awareness among public school teachers of these youngsters' need for acceptance and understanding is essential.

Too, we need to find out why public schools have been reluctant to accept credits earned under credentialled teachers in CYA schools. This is a definite handicap in the wards' adjustment to public school.

CYA schools provide a necessary and valuable service to society. They deserve and need our wholehearted cooperation. But does our responsibility end there?

What are the public schools doing to provide for the early detection and treatment of children with delinquent tendencies? What would have happened had they been identified at an early age, helped to take responsibility for themselves and given professional help with their problems? The answer may well contain some greatly needed savings in school and human resources.

TEACHING JUVENILE DELINQUENTS

UNIQUE OPPORTUNITIES for teaching in California juvenile hall schools is an area seldom mentioned in teacher-training courses.

The State of California Welfare and Institutions Code stipulates the establishment and maintenance of a public elementary and high school for the education of children placed in the juvenile hall. (Sec. 667)

In Sec. 667.1, provision is made for the maintenance of juvenile hall school by the County Superintendent of Schools and further in Sec. 668, states that the school "shall be conducted in the same manner and under the same conditions as nearly as possible, as are other elementary and secondary schools of the school districts."

Dealing with delinquent youngsters calls for high dedication to the profession, training in depth in guidance and psychology, plus strengths in many subject areas.

For dedicated young men and women, the juvenile hall schools provide a working opportunity that will challenge all his skills, ingenuity and resourcefulness.

A career as a juvenile hall teacher will appeal to many individuals who probably never had the idea proposed in their training period. This career should be brought to the attention of a small group of highly selected trainees and colleges could probably arrange for internship with juvenile hall schools. Thus, an opportunity to explore an area of the profession with the viewpoint of eventual placement in these important positions seems a logical program that could be instituted without any changes in the present trainee program.

—JOHN F. PAUL

Principal, Juvenile Hall School, San Diego

RETIREMENT BENEFITS

*Ralph R. Nelson,
CTA consulting actuary,
states here why he
believes non-reserve
basis of state teachers'
system is safe and that
retirement benefits
will be paid.*

*Mr. Nelson is former actuary
of the California State
Teachers' Retirement System.
He now serves CTA
as an actuarial consultant.*

RECENT NEWS ITEMS in the press about the financial status of the State Teachers' Retirement System have raised fears among active and retired members of the System that benefits promised under the Teachers' System may not be paid. The following paragraphs, which must be brief, are limited to the basic facts about the financial status of the System, and are intended to allay the fears of members.

The first Teachers' Retirement Law, effective in 1914, provided for contributions and benefits which had no scientific relation to each other. Both were expressed in definite terms, and no source was named from which contributions would be made to cover any deficit. That retirement law continued, with minor amendments from time to time, until 1944 when basic changes were made in the System. Indeed, a bill was passed at the 1943 Legislative Session, revising benefits radically and changing the System to a reserve basis, but that bill was vetoed. Without delay, however, an Interim Legislative Committee, known as the Bayshore Committee, was appointed with the duty of preparing retirement amendments to provide more adequate benefits.

In meetings of the committee, the question as to whether the System would be on a reserve or non-reserve basis, was discussed repeatedly and in detail. Briefly, a reserve basis is one under which contributions are made as service is rendered, by employees and employer (including here the State), in amounts sufficient when improved with interest, to provide the benefits based on that service. Representatives from the staff of the Retirement System and from California Teachers' Association supported the reserve basis, while certain private organizations opposed. The reasons advanced for and against reserves are of no moment for present purposes. It is sufficient to say that the bill finally submitted to the Legislature provided for larger benefits but did not provide for a reserve system.

During consideration of the bill, representatives of the Retirement System, The Association, and the private organizations, appeared before the Legislature in session, and again discussed fully the question as to whether the System should be on a reserve or a non-reserve basis.

will be paid

The Legislature, after being fully informed, decided that while \$30,000,000 would be appropriated as a token of compromise, and while members of the System would contribute on a reserve basis during their service (as they must because they will not be present to contribute after they retire), public contributions would be on a non-reserve basis. The \$30,000,000, a small percentage of accumulated liabilities, was frozen so that it could not be used for any purpose until released by further legislation. Actually, therefore, its subsequent transfer with accumulated interest, for other educational purposes, has no material bearing on the financial status of the System.

Members' contributions are deducted from their salaries, credited to the individual accounts of the respective members making the contributions, invested, improved with interest, and finally applied to provide benefits for such respective members. The procedure is not that these member contributions be used until exhausted, to pay allowances, and then have the employer and the State start contributing. On the contrary, the member contributions are applied to provide a portion of a retirement allowance throughout the life of the individual, and the balance of the allowance is provided by employer and State contributions beginning on the effective date of the allowance.

Of greatest importance, however, the new law which became effective July 1, 1944, was different from the old, in that contributions required of the State were not stated in definite terms. Under the previous law, the State contributed a certain percentage of inheritance taxes, which might be great or small, regardless of how benefits increased in amount. The 1944 law, on the contrary, provided definitely and still so provides, that the State shall contribute whatever is necessary to pay benefits not provided by contributions of school districts and other employers, and members of the Retirement System.

In my opinion, this provision that the State shall pay the balance necessary to meet the benefits as they fall due, written into the law by a fully informed Legislature which stated its recognition that the System previously was unsound, makes all the more certain that the law

constitutes a contract between the State and the members of the System. This view that there is such a contract is in accord with interpretation by the high courts of the State regarding similar provisions in other retirement systems in California.

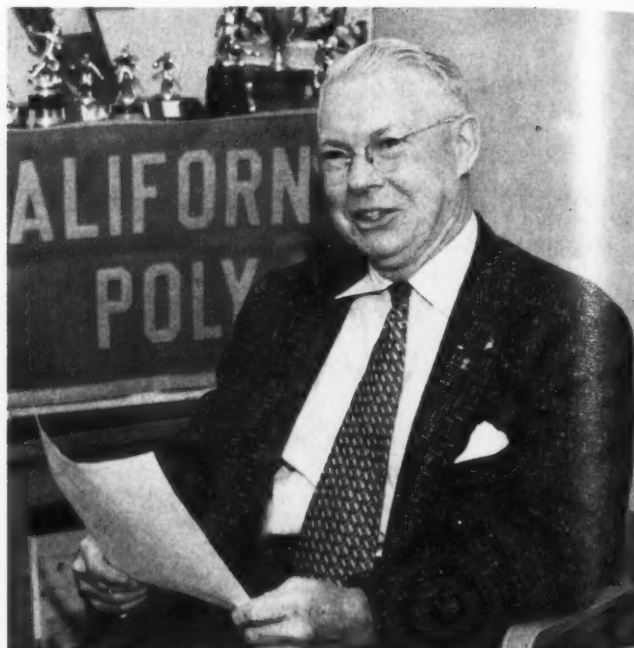
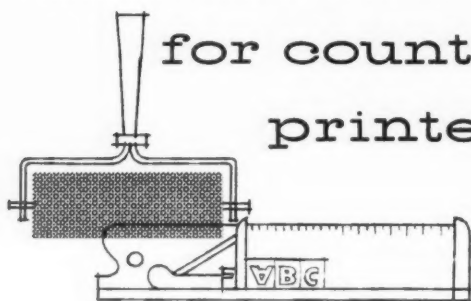
The question remains to be answered as to whether such a contract into which the State has entered, is a safe one as far as ultimate payment of benefits is concerned. The promise to pay is based, of course, upon the economy of the State of California, just as general obligation bonds of the State are based on such a promise to pay, and on the economy of the State. The larger the public unit, the safer such a promise is. It would not be safe in the case of a smaller community with a more narrowly based economy. With the broad economy of the State of California, however, it is safe. If I were a member of the State Teachers' Retirement System, either active or retired, I would not fear that the State would fail to carry out its promise.

Whether the System should be on a reserve basis for the best protection of the financial affairs of the State, is an entirely different matter. That, however, is wholly the concern of the State, and not of the members of the System, except as they are citizens and taxpayers of the State. There are two sides to that question, but they need not be discussed here, and indeed space is not available for such a discussion. It no doubt will be considered in the future, but throughout that consideration, and regardless of its outcome, I believe that both active and retired members of the State Teachers' Retirement System may be confident that their **benefits will be paid as they fall due**, and further that their own contributions made to the System, will be maintained intact, and represented by high grade securities owned by the System, as they now are.

Finally, therefore, I send this message to teachers, active and retired, wherever they may be: Let your sleep be untroubled, and your daily tasks be performed without worry; the retirement law supported by the broad economy of the State, and interpreted in the light of high court decisions, guarantees that your benefits will be paid.

Bert Fellows

and the school
for country
printers



A successful educator with a philosophy of "learn by doing," Bert Fellows at California State Polytechnic College revived printing instruction 14 years ago.

CALIFORNIA'S "School for Country Printers," operated by an active, intense, white-haired man who did not complete his college education, offers a four-year academic program with a Bachelor of Science degree. This paradox reveals the story of A. M. "Bert" Fellows, 61, who came to California State Polytechnic College at San Luis Obispo 14 years ago with a burning idea and a talent for persuading people that is as highly developed as his skill in operating machines.

When Cal Poly's graphic arts department moves out of its basement shops next spring into a new 36,000 square-foot \$1,250,000 building on the state college campus, Bert Fellows will mark up another score.

The Fellows' scorebook is full, but the marks which please this gregarious and loquacious department head are those which represent the 280 boys who graduated from the "School for Country Printers" who have become managers and operators in one of the major industries of the West.

President Julian A. McPhee, who has directed this sprawling agricultural-engineering school for 26 years, wanted to restore the ailing printing department, which had virtually ex-

pired during the war years. With the cooperation and encouragement of John B. Long, veteran general manager of the California Newspaper Publishers' Association; Ford Chatters, publisher of the Lindsay Gazette; and George P. Couper, assistant state FFA adviser, he sought a man who could organize a two-year technical course. He found the man in Fellows, who, in 1946, was legislative representative for Allied Printing Industries in Sacramento and had become eligible for the office of State Printer under Civil Service.

President McPhee believed in an "upside down curriculum" in which students would first learn to work with tools and operate machines, polishing off later with academic subjects to expand their horizons. Fellows, with 41 years in the business as compositor, machinist, newspaperman, foreman, and shop superintendent, believed in the principle of "earning while learning." When McPhee offered the job, Fellows said he'd take it if he could "turn out the kind of man I would hire if I were back in business."

Starting with six students in 1946, Fellows had a few type cases and some antiquated equipment in the

basement of the old Ag Ed building at Cal Poly. With the support of President McPhee, he buttonholed legislators, enlisted the aid of CNPA officers, and appealed to federal surplus agencies. Truckloads of equipment began to arrive, including a Navy Intertype machine that had been fished out of San Francisco Bay. The western office of *Wall Street Journal* contributed a large amount of expendable equipment and the Heidelberg Press people gave his department a new press. All this, with a minimum of expense to the taxpayer, Fellows found ways—the hard way—of equipping his expanding basement area just a step ahead of his growing enrollments.

Classes reached a total of 158 students in 1956, but dropped to an average of 120 since then. When the new Graphic Arts building is completed by the fall of 1961, there will be \$676,000 worth of new equipment and space for 200 students. There should be facilities for 300 by 1965.

The two-year technical course soon expanded into a four-year B.S. degree program in the Engineering Division which meets the academic requirements of the state college system. The instructional staff grew to

seven, beginning with Guy Culbertson, now co-owner with a graduate of the printing department in the Blake-Culbertson Printing and Publishing Co., C. H. Gregory, past president of the Beverly Hills Typo Union and superintendent of the Grimes-Statsford Printing Co. in Los Angeles. Other instructors include: Joseph Truex, Larry Eckrote, Edwin Howe, James Babb, and Wesley Dunn. Each instructor has proved himself successful by his experience and competence before joining Mr. Fellows' staff.

Of the 210 units of credit required for a degree, half are in printing courses or affiliated skills, including typography, Linotype, presswork, offset, and management subjects. Academic subjects, which run through all four years, include required journalism for freshmen, English, math, social science, economics, and psychology.

Management courses, most of which come in the senior year, include cost and estimating, production problems, plant organization and layout; presswork, camera work and platemaking for offset, and industrial relations.

Twenty-three units of elective credit are suggested which permits specialization in photography, public relations, writing, accounting, commercial law, production control and management.

John B. Long and his CNPA associates believed that the Cal Poly department should train young men for versatility, men who could handle any job to be done in California's 460 weekly and 112 daily newspapers. Every graduate should be not only a skilled workman in letterpress and lithographic processes, but he should know something about legal and business practices, accounting, newspaper management, and industrial relations. From the beginning, a course in agricultural journalism has been a requisite.

The sons of 14 newspaper editors have taken the Cal Poly printing courses to return home as dad's assistant or to assume management of production. Fellows keeps a watchful eye on his 280 graduates; he knows that 65 have found jobs on



Architect's sketch of proposed new Graphic Arts center, which will provide 36,000 square feet of instructional space for journalism students and future executives of the West's fast-growing printing-publishing industry.



Great construction activity on Cal Poly's sprawling campus midway between Los Angeles and San Francisco last summer saw completion of four great dormitory buildings, a gymnasium, and numerous smaller classroom structures.

California newspapers as Linotype and Intertype operators, writers, printers, pressmen, or foremen.

"School for Country Printers" is partially a misnomer, however, as an increasing number of graduates find employment as junior executives in California's large and rapidly growing commercial printing and lithography industry. Fifteen boys have become sales and service engineers for equipment and supply firms, 29 are production engineers or production control operators, and 9 are assistant production managers. To illustrate versatility, the current alumni list includes five managers, three sales man-

agers, five mechanical superintendents, 11 estimators, 10 printers, seven machinists, three office managers, five ink chemists, five foremen, four purchasing agents, four district managers, and 12 instructors of printing.

The staff of Phillips and Van Orden Co., San Francisco printer of the *CTA Journal*, includes three Fellows-trained men: two operations representatives (one handles the *Journal*) and a production assistant.

Jack McPeak, 25, the production man, says of his former teacher, "Mr. Fellows assumes the role of counselor

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Master Plan Passage Doubtful

Special session may refer higher education measure to voters, also state aid for school construction

UNLESS mid-session signs are misleading, the chances of a master plan for higher education being translated into law this year are about as good as those of Khrushchev being elected President of the United States.

Things could change in the closing days of the session, of course, but at the end of three weeks the likelihood of legislative differences on basic policy being ironed out to permit passage of the program in 1960 appeared slim indeed.

Principal point at issue is the question of whether the proposed new state college board should be given constitutional control over matters of finance and personnel.

Drafters of the plan insist that autonomy in these matters is essential if the greatly expanded state college system of the future is to have status commensurate with its responsibilities.

Influential members of the State Legislature feel keenly that such matters have no place in the constitution and should instead be kept under legislative control.

Since the policy must be set in a constitutional amendment, which requires a two-thirds vote of both houses for submission to the voters, the split has threatened success of the entire program. A two-thirds vote on any issue, difficult enough on important matters, is virtually impossible when an issue becomes controversial.

FOR VOTER DECISION

Other phases of the master plan have been embodied in a series of bills, each of which carries a statement that it will not become effective until a constitutional amendment is adopted by the people. Thus, the entire program is contingent upon the constitutional amendment. If it fails, the entire program is dead.

Controversy over the status of the new state college board flared during the second week of the session. A constitutional amendment to carry out the unanimously arrived at recommendations of the Master Plan Survey Committee, including the autonomous state college board, had been introduced by Senator Donald L. Grunsky of Watsonville.

During a hearing on the measure before the Senate Education Committee, a move to strike provisions for fiscal and other independence was made by Senator George Miller, Jr., of Martinez. Senator Grunsky refused to accept the amendments because of a compromise agreement between representatives of higher education that included the autonomous board.

SEPARATE AUTONOMY DEBATE

Senator Miller subsequently introduced a stripped-down constitutional amendment of his own, with full control of budget, financial transactions and personnel reserved to the Legislature. It was on the basic question of whether the state colleges should be given constitutional authority to operate on a basis comparable to that of the University of California that the far-reaching legislative battle was being waged late in March. The issue had not been resolved at press time.

The fight shattered hopes that the plan might be enacted without major alteration. The plan was developed under pressure in a six-month period at the insistent demands of the Governor and the Legislature who last year voiced concern over the competition for prestige and future dominance between the University and the state colleges.

The Regents and the State Board of Education, with key members of the Legislature cooperating, set up machinery to study the problem. Representatives and staff members of all elements of higher education, both public and private, were involved in the study. The resulting compromise, unanimously approved by the Regents and the State Board, was hailed as a significant achievement.

CTA SUPPORTS PLAN

One of the fundamental considerations of the plan was the granting of a new independent role to the state colleges. CTA, in giving all-out endorsement to the plan, recognized that and considered it so vital that it based its support on the retention of the autonomy. Without it CTA is opposed to the plan.

Among subsidiary proposals hanging in the balance were measures to grant substantially increased state aid to the junior colleges for current operations and capital outlay. Under the plan the junior colleges are expected in the next 15 years to absorb 50,000 pupils who otherwise would attend the University and the state colleges. Also involved is an expansion of the scholarship program to bolster private institutions.

STATE AID ON BALLOT

Legislative agreement, however, prevailed in another unrelated though extremely important educational field, that of state aid for school construction. Before the end of March it seemed certain that action, perhaps unani-

mous in the two houses, would be taken to place a \$300 million bond issue on the June election ballot. Normally such a measure would come to a vote in November.

A constitutional amendment authored by Senator Nelson S. Dilworth of Hemet and the entire membership of the Senate was introduced the same day that the Governor opened the special session call to action on the problem. It appeared that this measure, SCA 2, would be the one enacted along with a bill to increase from \$8 million to \$10 million the amount which can be allocated monthly.

CONSTRUCTION TOP ISSUE

Governor Brown termed the school construction program "second to none" facing the state. He cited the anticipated enrollment increase of 200,000 a year as evidence of the urgency.

In still another financial field the Legislature was debating what should be done about state college academic salaries. The Governor had recommended no special treatment for them, proposing only the five percent across-the-board boost for all state employees. Indications were that an extra five percent for academic employees of both the university and the state colleges might be granted in the end. CTA strongly supported a 15 percent boost for the state college employees.

Opposition to proposed tax cuts which would endanger the ability of the state to meet its financial obligation, present and future, was voiced by CTA during the session as a result of a policy decision made by the CTA Legislative Committee on March 5. Tax cut bills subsequently were killed.

The committee, in addition to voting support for the master plan, also endorsed two constitutional amendments which will appear on the November ballot, one increasing legislators' salaries from \$500 to \$750 a month, and the other increasing the terms of assemblymen from two to four years.

REVISION POSTPONED

Conspicuously absent from the

special session agenda was the subject of credential revision. The State Superintendent of Public Instruction had requested the Governor to open the brief session to the subject. The request was denied because the subject is under study by a Senate committee which plans to make recommendations at the general session in 1961.

Also ruled out of consideration at this year's session were proposals to liberalize retirement allowances for some of the older retirees. The Legislative Counsel Bureau held that the Governor's call was too restrictive to permit action on any retirement legislation.

—ROBERT E. MCKAY

CTA Governmental Relations Executive

Privately Published Texts Purchased

DEPARTING for the first time in 29 years from its policy of printing all basic elementary textbooks from plates leased from the publishers, the State Board of Education decided on March 10 to purchase in completed form nearly six million books from three publishing concerns. The texts will cost slightly more than \$10 million during the first year.

The decision, made by a 9-0 vote with one member abstaining, carried out the recommendations of the State Curriculum Commission which said that the privately produced books were "clearly superior" to those available under the leased plate arrangement. One member of the commission said that the selected texts were "head and shoulders above all others."

The decision involved a series of textbooks in reading. They were selected by the commission only after all available books had been screened and evaluated in an involved process in which 11,084 persons in 22 counties studied the offerings. The texts were reviewed by 8,451 classroom

teachers in 282 school districts and by 541 lay citizens. In addition 52 college specialists participated in the evaluation.

The State Board of Education, in ordering the completed books, reaffirmed its intent to lease plates and use the State Printing Plant, except in cases where completed books were clearly superior.

The decision to buy the books from three firms, Allyn & Bacon, Ginn & Company and American Book Company, will require an additional appropriation of \$3 million, the board was told by Arthur W. Collins, Assistant Director of Finance. The 1960-61 budget already contains \$7,638,880 for textbooks.

The only member of the board who did not participate in the voting was Thomas L. Pitts, executive secretary of the State Federation of Labor. He voiced the opinion that it was the opening wedge in a program to eliminate completely state printing of texts.

The board's action does not eliminate the printing of the texts during the coming year. More than three million reading texts will still be produced in the State Printing Plant.

Prior to this year several publishers of recommended texts have refused to lease their plates.

"**EVERY TEACHER . . .**" is the title of a new NEA 12-minute filmstrip which will be previewed at NEA convention in Los Angeles this summer. Produced by NEA Citizenship committee, the strip will be made available for local association use.

PUBLIC SCHOOLS WEEK, this year observed in California April 24-30, will use the theme "Our Public Schools—Know Them, Support Them, Strengthen Them." Program suggestions and materials for radio and television were distributed early in the year to assist in local observance. General chairman is Dr. Vierling Kersey, former superintendent of public instruction and now president of Los Angeles College of Optometry.



What I'd like to know is...

Professional questions answered by
HARRY A. FOSDICK, CTA Public Relations Executive

Reservist Duty

Q. As an active Air Force Reservist for 17 years, I have always been able to maintain satisfactory status by attending training on non-teaching days. Due to a recent assignment and changes in Reserve policies, this will no longer be possible. My principal has agreed to give me the time off, but says I must pay for the substitute teacher. Is this in accordance with California law?

Ans. According to all interpretations of the law we've seen, your district is not entitled to deduct any salary for temporary military leave up to 30 days if you have been employed in that district for one full year or more.

The Personnel Standards Commission has stated that it is the teacher's ethical responsibility to arrange reserve duty on non-teaching days whenever possible, but the Education Code and the Military and Veterans Code give the district no choice, even if the teacher fails to comply with this ethical principle.

Forgive my inability to resist the temptation for personal editorializing on this question. The authority of military leaders to demand service which forces a patriotic teacher to desert his school responsibilities, and the low priority which selective service boards frequently have accorded teaching both reflect a misguided assumption that warriors are more important than teachers in preserving our democratic way of life. I wish the American people resented this assumption as much as I do. Education needs much greater recognition as our real bastion of freedom. Sermon ended.

Legal Holidays

Q. According to the Education Code, February 12 and 22 are legal holidays. In many Kern county schools, classes

are held on these days. Isn't this a violation of the Code?

Ans. The only basis on which a school district could collect state apportionments for classes conducted on February 12 or 22 is provided in Education Code Sec. 5210, which states:

"Whenever climatic conditions of a school district are such as to render it necessary that the schools be closed as early in the year as possible or opened as late in the year as possible, the governing board of the school district may maintain schools and classes on any days other than Saturday, Sunday, the twenty-fifth of December, the first day of January, and any day appointed by the President or the Governor for a public thanksgiving."

I hope Kern county chambers of commerce will forgive me if I observe that the districts in your county apparently are qualifying under this Section.

When to Sign

Q. I have applied to teach overseas, but I won't know until May 15 whether I'm accepted or not. My principal knows of this application. Now I find that for personal reasons I must leave this district anyway, so I'll be seeking a job in other school systems soon. If I receive a contract before May 15, my overseas situation wouldn't be settled yet. How long can one hold a contract before making a decision? Also, should I tell my principal now that I'll be leaving the district, or should I wait until I receive another offer?

Ans. If you're offered a contract, you have twenty days (not including Sundays and holidays) in which to accept. Hence any contract offered on or after April 22 could be held until May 15.

Since you don't intend to return to

your present district next year, it would be far more considerate to submit your resignation immediately. We preach that districts should notify teachers not later than April 15 (with March 15 preferred) if they are not to be recommended for re-employment. Teachers should extend corresponding courtesy to the school district.

Permanent Status

Q. I have had several contracts marked "permanent," but due to a change in principals, my contract this year was designated "probationary." This is a small, rural district in which tenure is not mandatory. Did my signing the probationary contract break an already-established tenure? I signed because I feared that refusing to do so might have started some undesirable personal frictions.

Ans. If your permanent contracts were preceded by three or more probationary years in the district, no contract marked "probationary" would change your status. In fact, unless the district has no salary schedule or your position is being changed, no contract would be required.

It would not be wise, however, for you to continue signing "probationary" contracts each year without notifying the district of the error in classification. This doesn't involve making an issue over changing the wording; it's just a protection to yourself so that no later claim could be made that you had abandoned your position as a permanent teacher.

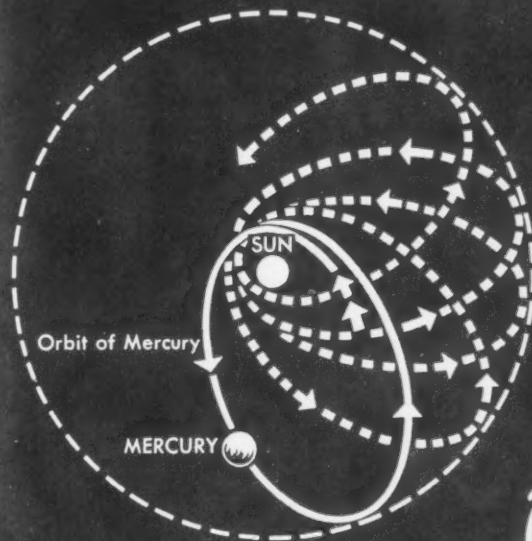
Service Awards

Q. We're interested in developing some type of award in recognition of teachers who have given faithful years of service to the community. We're thinking in terms of 10-year and 25-year awards. We have the support and approval of our district governing board. We're looking for ideas and would appreciate any suggestions or literature you may have on service awards.

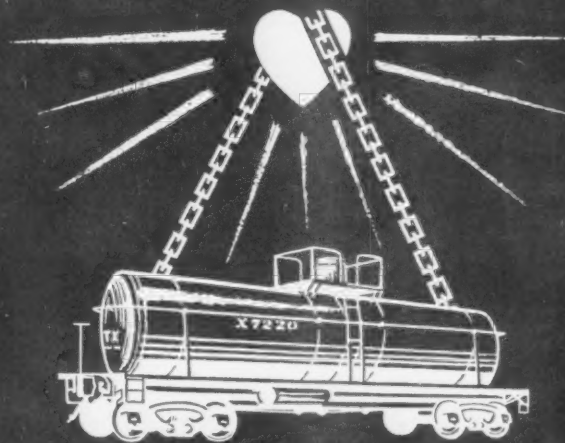
Ans. I haven't found anyone who has heard of a school district or teachers association which has sponsored recognition programs based on years of service. A number have special recognition events for teachers

ARITHMETIC

ROTATION OF MERCURY'S ELLIPSE



In 3 million years Mercury's ellipse will rotate around the sun



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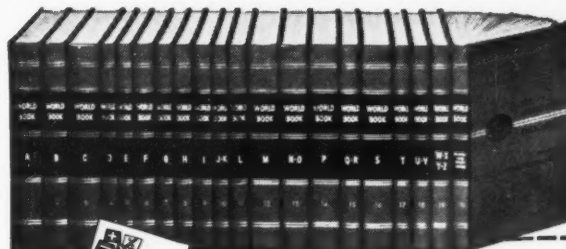
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when they retire, and in some communities a service club or chamber of commerce bestows such recognition.

From a public relations standpoint, I feel that the recognition coming from a board or civic group would be of much greater value to the profession than if the award came from the teacher organization. As teachers, we stand to gain more by honoring others than by exalting ourselves. Yet I realize that if a civic group, the PTA, or even the district would establish a program which calls attention to the stability of the teaching profession in the local community, teachers and schools would benefit. Your association is wise in stimulating and aiding this kind of recognition.

NEBRASKA State Education Association will begin construction in June of a \$500,000 headquarters building. John Lynch was named NSEA executive secretary Nov. 21.

A Teacher's Right to Spoak

Jack Owens "chose to condemn unjustly," was found guilty of unprofessional conduct.

OLIVER Wendell Holmes, speaking for an unanimous U.S. Supreme Court on *Schenk vs. United States*, considered the leading case on freedom of speech, stated: "the most stringent protection of free speech would not protect a man in falsely shouting fire in a theatre and causing a panic."

In the Jack Owens case (*CTA Journal*, March 1960, page 15) the Court considered the 23 charges Owens had made in five of his letters published in the *Lassen Advocate* regarding his colleagues and the educational program in Lassen County and found all 23 completely unsubstan-

tiated. Would this not be considered "falsely shouting fire?"

Owens stated at a meeting of the Public Forum in Susanville that "I have deliberately tried to create a crisis" (in education locally and elsewhere). With nothing to use but unsubstantiated charges to gain this end, wouldn't this be considered "causing a panic" in the frame of reference used by Justice Holmes?

In considering whether Owens was actually deprived of his right to express his beliefs, however, let us consider the opportunities he had to make known his concerns about education in his community:



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Owens admitted in court that he had not attended a board meeting in over a year although he was highly critical of its procedures during this time. A board member, concerned about Owens' letters, invited him to bring his problems to the board. He chose not to do so.

Administration

The administration of the college and the district asked Owens to discuss his concerns. He declined.

Northern Section CTA Ethics Commission

The Commission met with Owens on January 10 concerning the direction his letters to the editor were taking. The minutes of this meeting reveal the following information: "Mr. Owens made known that he planned to continue his newspaper articles and Public Forum knowing full well that a group such as ours could never go along with him." Sections IV 3, 7-f and 8-d of the Code of Ethics were reviewed with him at this time.

Susanville Secondary Teachers Association Professional Relations Committee

The committee asked Owens to meet with it to discuss his public criticisms of the schools, and upon conclusion of its study submitted the following resolution in a committee report to the membership: "Since Mr. Owens has failed to substantiate his charges concerning the Lassen Union High School and Junior College, in letters published in the *Lassen Advocate*, it is the conclusion of the SSTA Professional Relations Committee that Mr. Owens has behaved, in this instance, in an irresponsible and unethical manner."

Lassen Junior College Faculty

The faculty of the junior college asked that Owens meet with them concerning his criticisms of the school and upon the conclusion of the meeting made the following report: "A meeting of the faculty of the Lassen Junior College was held on Tuesday, March 10th. An attempt was made to discuss the specific reasons behind Mr. Owens' recent arti-

cles concerning public education. Since Mr. Owens was unwilling to disclose these reasons to the faculty of the junior college, the faculty prefers it known that Mr. Owens' views remain the property of Mr. Owens. Interested members of the public are

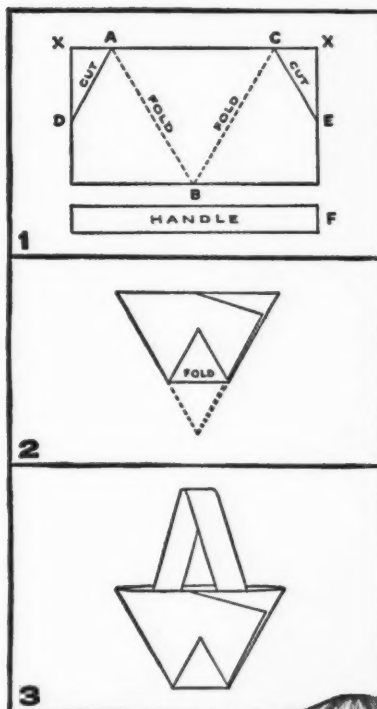
invited to examine the minutes of the aforementioned meeting." This report was published in the *Lassen Advocate*.

Superior Court of California

Although the Court originally

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DIAGRAM 1—Cut construction paper 5 x 9". Measure XA, CX $1\frac{1}{2}$ " and XD, XE $2\frac{3}{4}$ "; draw lines DA, CE; cut along lines. Now mark B $4\frac{1}{2}$ " from either side; draw lines BA, BC; fold along lines. Glue flaps. This is basket. See F: Cut paper 1 x 9" for handle.

DIAGRAM 2—Fold tip desired depth.

DIAGRAM 3—Open basket. Glue tip. Glue ends of handle to inside basket. NOTE: Use extra sturdy glue.

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ruled "truth" is not a defense against charges of unprofessional conduct, both the panel and the Court decision laid great stress on the fact that the statements and charges in the letters had no apparent basis in fact; that they were actually grossly untrue. In reacting to one of Owens' charges, the Court stated: "It seems to me that said paragraph indicates that Mr. Owens was rather beside himself in working in a stratosphere above the ground, in his fancied mood as a crusader on education, dreaming and thinking of things that didn't exist."

The expert panel established that Owens, as president of his association, in previous years had carried recommendations of the organization to the governing board and had been accorded not only a respectful hearing but acceptance of most proposals, including a recommended salary schedule. The association, acting on Owens' behalf when he wasn't considered for tenure at the end of his third year, prevailed upon the board to reconsider and grant him tenure. This too was accomplished through regular professional channels.

The panel determined that the channels used so successfully by Owens and the association in the past were still open, and found Owens unprofessional for not making an effort to use them before going to the public. The panel also found him unprofessional for his abusive and unsubstantiated criticism of his colleagues, board and the educational program. The *Code of Ethics for California Teachers* was the criterion.

Gag rule for teachers? No! The panel determined that some of Owens' letters were not unprofessional, leaving no doubt that teachers do have a right to write letters to a newspaper for publication. The panel and the Personnel Standards Commission are also cognizant of a teacher's responsibility and obligation to children, parents, community, and the profession in working for the

improvement of their educational program, and encourages them to do so, even aggressively, but endorses a direct approach to the public to achieve these improvements only after a conscientious effort has been made through professional channels.

The Commission's approval of Owens' earlier practice of working through his local association points up the fact that the "chain of command" is not the only professionally approved channel for such communications.

Owens had every opportunity to exercise his right to freedom of speech before the board of trustees, his colleagues, the community and the Superior Court of California. But in being held responsible for his utterances, as any person must, he could not establish there was a "fire" in the educational program of Lassen county.

—JAMES M. WILLIAMSON
Personnel Standards Executive

NEWS

RALPH EDWARDS, famous television personality; Mrs. Beatrice Gudridge, assistant director of NEA press and radio relations division; and William Barton, CTA assistant governmental relations executive, were speakers at Southern California School Public Relations Conference, held March 25 at Los Angeles Statler-Hilton hotel.

FALL LEADERSHIP conference of CTA Southern Section, to be held September 23-25 at Camp Seeley, will require reservations during the month of May. Each local association will be allowed at least two delegates.

"**THANK YOU, MR. LEGISLATOR**" was theme of CTA Bay Section's legislative dinner in January at which Governor Edmund G. Brown gave inspired support to legislative effort on federal financing of schools. (*CTA Journal*, February, page 5) Ex-



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For additional information contact:
Robert J. Gridley, Coordinator of Workshops

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ecutive Secretary Hugh Page reviewed success stories in Bay Section legislative efforts.

THIRTY ONE talented high school seniors from California will receive honor awards in the 19th annual Westinghouse Science Talent Search. Winners in the final competition went to Washington last month to vie for \$34,250 in scholarships during a five-day Institute.

CALIFORNIA SCHOLARSHIP Federation has 24,949 members, representing 5.6 per cent of the student bodies of 542 high schools. Sealbearers (four semester membership including senior year) number 5,597 or 22.6 per cent of CFS members. Sixty nine per cent of schools recently surveyed furnish financial aid to CSF members. Advisers include teachers from all departments, principally teachers of academic subjects, counselors, and department heads.

CTA SOUTHERN Section will decide on apportionment of its Council membership on April 1961 ballot. CTA-SS Council recently voted to limit its future size to 550 members.

MARIN Schools Federal Credit Union was organized in February. There are now 1,083 credit unions serving teachers exclusively in the nation.

RE-EVALUATING a study he made five years ago, Dr. Julio L. Bortolazzo, president of College of San Mateo, spent parts of February and March in Italy on a Ford Foundation study directed by Dr. James B. Conant. Last year Dr. Bortolazzo journeyed to Liberia for an ICA study of vocational and technical education.

FRANKLIN D. MURPHY, chancellor of the University of Kansas, was appointed March 16 to a similar post with the University of California at Los Angeles. Dr. Murphy, 44, will replace Dr. Vern O. Knudsen, who will retire July 1.

PTA AND CTA representatives met March 18-20 at Asilomar to discuss

"The Role of the Classroom Teacher in the P.T.A." Fifty-five classroom teachers selected from all levels joined 45 PTA state board members, including 21 district presidents, for the three day conference. Speakers included Mrs. P. D. Bevil of Sacramento, past president of CCPT and safety chairman of NCPT; Arthur F. Corey, CTA executive secretary; and Mrs. Mary Stewart Rhodes, CTA president. Mrs. J. Frank Snowden, PTA president, said "Teachers in every local PTA play a vital part in the success of that unit. They represent the 'T' in our organization. We must continue to strive for a close relationship and clear understanding of each other for the best interests of all children and youth."

MRS. C. H. CULBERTSON of Long Beach, first vice president of California Congress of Parents and Teachers, has been nominated for president. Election will be held at the San Francisco convention May 4-6.

RONALD M. LAMBERT, chairman of CTA's Youth Activities and Welfare committee, is representing the Association at the 1960 White House Conference on Children and Youth, March 27 to April 2. A report was prepared by the committee outlining policies approved by State Council in the area of the conference theme, "Lasting Values in a Changing World."

JOHN MORLEY, columnist and newspaper correspondent, was guest speaker when the Los Angeles Elementary Teachers Club honored members of the city board of education at a dinner at the Biltmore hotel March 21.

PARENTS ARE RESPONSIBLE under law for damage to schools done by their children and may be required to make full restitution for acts of vandalism. This truth was pressed home by Charles R. Smoot, member of Los Angeles city board of

education, who is conducting a campaign to increase vigilance against costly and irresponsible vandalism. Action was triggered by recent breaking of over 200 windows on a new construction project.

PROGRAM details are now being publicized for the annual convention of the National Congress of Parents and Teachers to be held May 22-25 in Philadelphia.

KARL D. ERNST, head of the division of creative arts at Alameda County State College, will serve in 1960-62 as first vice president of the Music Educators National Conference, having completed a biennium as president. Alex H. Zimmerman, director of music education of San Diego public schools, is the new second vice president. Board of directors includes Harold C. Youngberg, Oakland; Robert Holmes, Hollywood. New president is Allen P. Britton, school of music, University of Michigan, Ann Arbor.

ANNUAL MEETING of the State Council of Education will be held at Asilomar, Pacific Grove, April 8-9. All committees will meet Friday. Council will meet for its second general session Saturday morning to hear reports and consider other business. Election of three members of the board of directors is on the agenda. Terms expire for President Mary Stewart Rhodes and Member Mary Catherine Smith (who complete their second terms) and Jack Rees (who completes his third term and is not eligible for reelection). Delegates will be selected to NEA's 1960 Representative Assembly. Amendment to CTA bylaws (published in March *CTA Journal*, pages 20-25) will be voted on.

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Turn to page 44



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Putting More Punch In



By Johns H. Harrington

TOSSED under the educational microscope, instructional publications developed by California school districts were examined critically last May, when representatives from 46 county superintendents' offices met in Sacramento. The three-day session was sponsored by the California Association of County Superintendents of Schools, and general chairman was Dr. Russell Timpany, superintendent of Santa Clara county schools.

"The need for a comprehensive study of the total publications program was highlighted at this meeting," pointed out Robert E. Browne, consultant in curriculum development for the State Department of Education. "Considered were problems of overlapping, duplication, and gaps in statewide curriculum publications as well as the question of setting up the machinery for a regional study of these problems."

A leader in the development of instructional materials, the State Department of Education established a curriculum laboratory in 1955. After five years of operation, this agency's publication library has been expanded to include 5,000 courses of

Dr. Harrington is editor of school publications, division of instructional services, Los Angeles city schools.

unch Into SCHOOL PUBLICATIONS

study, teacher guides, resource units, manuals, handbooks, and other related materials. Open to school personnel engaged in curriculum development programs and publications, this is now the largest single collection of its kind in California and one of the largest in the United States. At present, Consultant Browne is preparing a bulletin outlining publication procedures used by cities and counties of varying sizes throughout the state. The guide will be a valuable supplement to the resources of the library.

With this kind of interest demonstrated at the state level, undoubtedly the local school publication efforts which have mushroomed throughout the country — bringing many worthwhile and time-saving contributions to public education — will have added encouragement for healthy self-examination. Districts which may have avoided or only half-heartedly entered this field may also re-evaluate its problems and rewards. Much can be done at the local level to put more "educational punch" into school publications. An overview of the process and outlining of certain procedures which have proved effective are included in this article.

If a school system decides to develop instructional materials, the staff may be surprised at the amount of pedagogical talent available for leadership and for the other critical tasks essential to a successful program. Participation by teachers, supervisors, and principals is not only a fine professional service but also one of the best kinds of in-service education imaginable. Those who serve on publication committees will find themselves more up-to-date and generally informed in their fields or grade levels than ever before.

Most school publications are designed for teacher or staff use.

Among these are catalogs, courses of study, instructional or teaching guides, handbooks, manuals, reports, and the newsletter or house organ. However, other projects may include instructional kits and resource materials for pupils, brochures for professional and other community groups, and leaflets for parents and others as interpretations of the educational program.

"What, precisely," one may ask, "are the purposes of school publications?"

Not intended to duplicate existing textbooks or other printed references, this type of vital instructional material is to:

1. Bring teaching material up to date
2. Elaborate upon topics essential to the instructional program
3. Furnish information regarding local resources
4. Interpret educational goals and means of achieving them to the public.

An additional part of the publications program is concerned with revisions and new editions. A publication to be revised is usually treated as a new project and is subject to the same detailed and painstaking development by representative committees and staff members and to the same review and clearances by curriculum councils, staff, and Boards of Education. On the other hand, a new edition only means that information in the publication is brought up to date.

"Why are new or revised local publications needed?" The answer, again, can be summarized briefly:

1. Changes in state law affecting public school education, and particularly classroom teaching
2. Changes in the rules and regulations of the local Board of Education, including its statement of policy for the instructional program which pro-

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 4. **Conservation for Elementary Principals**, July 10-16. 2 hrs. grad. credit. Admission by application. Scholarships. Hoodoo Ski Bowl.
 5. **Bill of Rights Education**, June 20-July 8. 6 hrs. grad. credit. Problems of political and moral censorship.
 6. **Air & Space**, July 11-Aug. 6. 6 hrs. grad. credit. Admission by application. Scholarships. Portland Air Base; USNOTS China Lake and Edwards Air Force Base, Calif.
 7. **Writers' Conference**, Aug. 1-12, non-credit. Workshops in fiction, non-fiction, juveniles and poetry. Prominent writers. Private criticism.
 8. **Camping Education and Recreation**, June 20-July 15. 6 hrs. undergraduate and grad. credit. Includes on-the-job staff work in Willamette Valley Camps.
 9. **Educational Television**, June 20-July 15. 3 hrs. grad. credit. Workshop includes development and staging of live programs.
 10. **Dance** (basic and advanced sections), June 15-30. Credit available. Instructor Jean Erdman.
 11. **Photography** (basic and advanced sections), July 20-26, July 30-Aug. 7. 2 hrs. credit. Enlargement of perception through camera work. Instructor Minor White.
 12. **Jazz Workshop**. Non-credit. Internationally known Marshall Stearns; his private collection of recordings. Name band and small groups. July 18-30.
 13. **Education of the Gifted Child**, July 20-July 15. 6 hrs. undergraduate and grad. credit. Lab. experiences using art and science materials.
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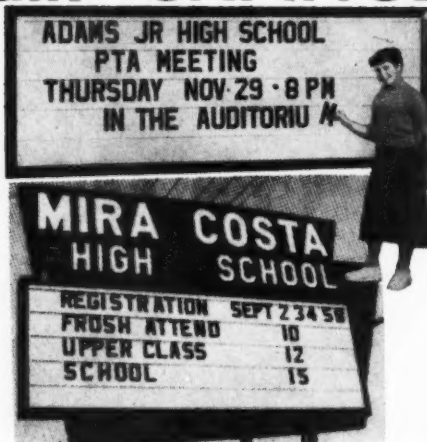
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3. Expressions of need from teachers, supervisors, principals, curriculum councils, professional groups, and others.

The administrator in charge of the instructional program may refer a proposal for new local materials to an elementary or secondary curriculum council. These groups also include a cross-section of school and administrative staffs. The appropriate council will study a proposal through committees and come up with a recommendation. If the project is endorsed, it will be assigned a priority for completion, which is then approved or disapproved by the Superintendent and Board of Education.

Although there are a number of ways in which publications can be developed, the process can roughly be divided into nine steps. The first—that of establishing need—has already been mentioned. Other phases of publication development, although varying with the type of project, are generally as follows:

Planning. Specific objectives of the publication are formulated in conferences with the staff and administrators. Then the elementary or secondary curriculum council is asked to recommend a priority as mentioned. Objectives must be consistent with state law, Board policy, and the school system's instructional program. Another essential of the planning phase is to establish a completion date. Material is of no value unless it will reach the classroom when needed.

Selecting of Personnel. Usually the staff and administrator in charge consult with principals and others to select an outstanding person from the grade level or subject field as project leader. Next comes selection of the committee to coordinate publication development with the aid of the leader and other staff members. This group then chooses representative subcommittees and study groups to do the detailed research and compilation of material.

Before work actually starts, however, a calendar is planned which includes meetings of committees, completion dates for manuscript drafts, preparation of art work, review and approvals, and other steps which are part of publication development in the local system. Other preliminary steps are re-examination of publication objectives and formulation of "ground rules" for the resolving of problems as they are encountered. This information is then disseminated to participants in the project.

Obtaining Budget Authorization. Funds must be available for duplicating or publishing of the material in the fiscal year that it is ready to go to press. Probably the biggest problem, once the Board of Education has provided an allocation, is to assure that the project developers in the meantime do not expand content, art work, or other aspects to such an extent that the original funds are no longer adequate. Sometimes such a problem may also arise because of failure to estimate accurately the cost of reproduction. Or the staff may fail to anticipate cost increases. These can also be disastrous. In Los Angeles, for example, printing costs went up 24 per cent in the period 1955-58.

Preparing the Content. This step is, of course, the heart of school publication development. It includes formulation of a tentative outline consistent with objectives; conduct of research and collection of materials; development of general format and preparation of illustrations; submittal of progress reports and preliminary drafts to committees and study groups; preparation of final drafts; thorough evaluation, including trial in "committee use" form at selected schools; tabulation and analysis of suggestions and criticisms; and making of revisions.

Either through released-time, hiring of personnel on Saturdays or vacation periods, or some other means, teachers and other staff members must have adequate opportunity to make substantial contributions. It is neither fair to the teacher nor to the project to expect the quality of performance necessary after a strenuous day of classroom duties.

Obtaining Review and Approvals. If many clearances are necessary, a processing form may be used for guiding a final draft through this step. Spaces may be provided for signatures and dates of approval or review by supervisors, coordinators, curriculum councils, administrators, the superintendent, and Board of Education. There may also be spaces for printing authorizations after review and clearances of the manuscript and for other steps leading up to receipt and distribution of the final publication.

Reproducing of Project. School staffs which develop excellent instructional guides, handbooks, or other special classroom materials can still hit nasty production snags before their brain children get into print. A manuscript and art work must be completely ready for the printer, varitypist, or lithographer; and a qualified staff member must follow through with production.

Presentation and Distribution. Perhaps in a comparatively small district the responsibility of introducing a publication to teachers and assuring its proper distribution can be accomplished more rapidly. But, in larger systems, curriculum councils, professional associations, institutes, workshops, and other means must be used to their fullest to assure the acceptance and under-

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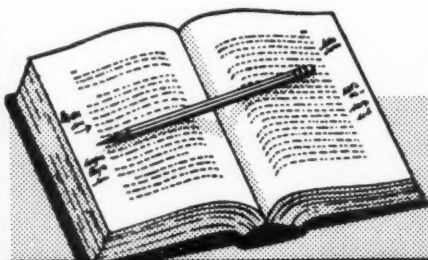
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standing of the material in the schools. Otherwise, the tremendous investment of staff and faculty time and of funds in publication development and reproduction will be lost. The pupil and the instructional program are not benefited unless the teacher, with the help of the principal and supervisor, makes full use of instructional material.

Making an Evaluation. Like the development of curriculum, the process of publication appraisal is continuous and begins with its first presentation and distribution. Evaluation is often the springboard for later editions or revisions of the same material as well as for determining the need for other instructional projects. An appraisal form may be included in a publication at the time of its distribution. Or evaluation cards or check lists may be circulated separately. Discussion at meetings, institutes, and workshops will also contribute to appraisal. After evaluations have been classified and recorded, an appraisal inventory and summary are prepared. These are subject to examination and analysis by the committee in charge as it formulates recommendations for future editions or revisions. Thus, the publication cycle is completed by setting of the educational stage for additional—or better—instructional materials.

When a school publication aimed at assisting the educational program meets such requirements as have been described here, professional staffs may be assured that funds are well spent. For, under these circumstances, educational gaps which may have existed in the classroom are filled; those participating in curriculum and publication development have benefited immeasurably through in-service education; and the teacher has found more opportunity in the classroom to assist pupils with the learning process, thanks to time saved in lesson research and to the high caliber of the local school publications which have been developed.



Notes in the Margin

AMERICAN BOOK publishing during 1959 saw an increase of 11 per cent over 1958. Three hundred and sixty-eight new books on education were published, as compared with 276 the previous year. Three paperback publishers, Pocket Books, New American Library, and Ballantine Books, reported the best years, business-wise, they ever had. It is discouraging to note, though,

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that increased production, and other costs, are forcing paperback prices higher. Few 25c books are available, 35c being standard low-price on the list, with some publishers planning paperbacks carrying prices of more than two dollars.

Educational publisher, Allyn and Bacon, publishes a series of reading bulletins prepared by authorities in the field. Current issue is "Teaching Reading to Intellectually Gifted Children" by Dr. Merle B. Karnes, Director of Special Education in the Campaign (Ill.) Community Unit Schools. The A&B Reading Bulletin is published five times a year.

NEA PUBLICATIONS

When You're Teaching Adults is the title of a handbook which deals with specific problems and solutions involved when dealing with adult students. Price is 40c, from National Association of Public School Adult Educators, NEA, Washington.

Volume 1, No. 1, of NEA's bulletin offering clearing-house service on the *Project on the Academically Talented* was issued early this year. Price is 25c a copy, with discounts available. In the listing of such programs throughout the country, Sacramento, San Diego and Torrance, California, are outlined for evaluation.

NEA Department of Rural Education has published *Vocational Education for Rural America*, which attempts to set some guidelines for meeting expected growth in rural schools, and at the same time better prepare rural youth and adults for living in an increasingly specialized world. 354 pages, \$4.

NCTEPS has published *The Education of Teachers: Curriculum Problems*, covering some of the recommendations of representatives of nine major educational associations which met at University of Kansas, June, 1959. These include provision of a comprehensive program of general education in the student's first two years of college and raising teacher certification standards. 464 pp., \$3.50. The Kansas meeting was the second of three national TEPS conferences on the education of teachers, the last of which is to be held at San Diego State College in June this year covering "Roles of Certification and Accreditation."

The 1960 Yearbook of AASA is *Professional Administrators for America's Schools*, devoted to a thorough exploration of its subject. Based upon two years of study by a commission of distinguished school administrators and upon the general research and activity of the last decade in the professionalization of school administration, the book reports for the first time: a nationwide survey of the career patterns of school superintendents; an analysis of present-day academic and professional preparation of superintendents; a review of present programs for preparing school administrators in more than 250 colleges and universities; and a study of the in-service growth of administrators. 310 pp., \$5. This book, incidentally, is handsomely bound and designed.

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CIVIC EDUCATION

Michigan State University has published a 1958-59 supplement to *Civic Education in the United States* which is a directory of organizations engaged in civic education. Both volumes are now available from the Bureau of Social and Political Research, Michigan State, East Lansing. *Civic Education* is \$3, the *Supplement* \$2; or the set for \$4. Teachers of social studies, civics and related subjects will find in these books scores of programs and program suggestions for classroom use. Many of the organizations described make useful materials available for classroom purposes.

Teaching Alcohol Education in the Schools, published by Macmillan, gives facts, figures and methods to teach this health area from the grades through the senior year of high school. 190 pp., \$3.20.

Rutgers University Press offers another book on the subject: *Alcohol Education for the Layman*, a selected and annotated bibliography. 166 pp., \$5.

ECONOMICS

Ten years of preparation have gone into the publication of *Basic Economics*, by L. C. Michelon in collaboration with Richard T. Thornbury and Associates of the Industrial Relations Center, University of Chicago. Complexities of the economic system are presented in a refreshingly clear and straightforward manner. 223 pp., \$3.75. World Publishing Company, Cleveland.

Advertising in America edited by Poyntz Tyler, is a collection of advertising success stories, advertising history, and a series of arguments for and against it as a social force. 214 pp., \$2.50. Publisher is H. W. Wilson Company, New York.

U. S. OFFICE OF EDUCATION

—*Qualifications and Teaching Loads of Mathematics and Science Teachers*; Circular No. 575. 70c.

—*Small Schools Are Growing Larger*, a statistical appraisal; OE-36001, Circular No. 601. 20c.

—*Teacher Turnover in the Public Schools*, 1957-58; OE-23002. 30c.

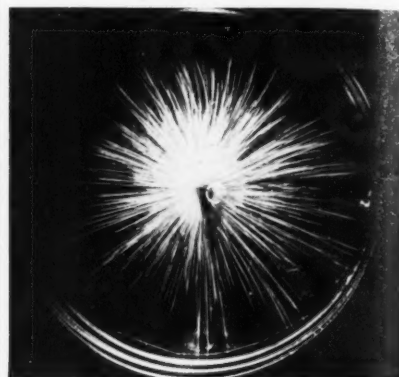
U.S.O.E. publications should be ordered from Supt. of Documents, U.S. Govt. Printing Office, Washington 25, D. C.

New publications in the Rinehart Education Pamphlets include: *A Handbook for the New Teacher*, by Willard Abraham, chairman, dept. of special education, Arizona State University; and *Case Studies in School Supervision*, by Everett, Downing & Leavitt. Each of the above booklets cost \$1, may be ordered from Rinehart and Company, 232 Madison Avenue, New York 16.

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religion, ethnic background and cultural traditions. Author is Hans Guggenheim; publisher, Friendly House, 65 Suffolk Street, New York 2. \$2.50.

Random House, in April, publishes *The Communist Party of the Soviet Union*, by Leonard Shapiro, advertising it as the "first complete history of the Russian Communist Party ever written in the western world." \$7.50.

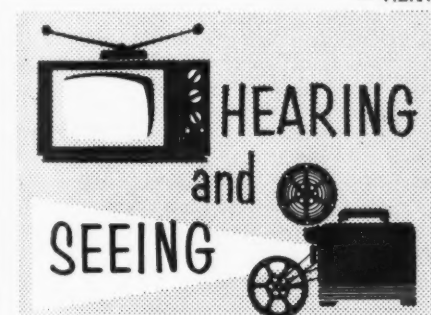
In April 1959, *This Week* published a list of books selected by Clifton Fadiman, suggesting a lifetime reading plan. The list drew so many inquiries that Fadiman's publishers suggested a book, following the same lines. This month *The Lifetime Reading Plan* will be published, a guide to 100 books and authors, from Homer to Hemingway. 318 pp., \$3.75. World Publishing Company, Cleveland.

Fearon Publishers, San Francisco, offers *California, Land of Contrast*, covering this state's history, geography, resources, government and problems. Intended as a high school text. Author is Donald R. Kloes. 328 pp., \$5.

Conclusions of the 64 American school administrators who toured the Soviet Union in October 1959 are available in NEA publication, *A Firsthand Report on Soviet Schools*. The 63-page report indicates that Russian education is often not what it seems to some critics of American public schools. Single copies of the report (at \$1, with discounts on quantity orders) may be ordered from Publication Sales, NEA.

For those who are interested, Admiral Rickover's book, *Education and Freedom*, will be available as a paperback after April 15, at \$1.25.

—V.L.T.



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MAJOR GENERAL J. B. Medaris, retiring from the U. S. Army after 37 years' active service, has been elected Chairman of the Board of Electronic Teaching Laboratories of Washington, D.C. Electronic Teaching Laboratories are makers of school laboratory furniture, including language laboratories.

The 87th convention of the Society of Motion Picture and Television Engineers is scheduled for May 1-7 at the Ambassador Hotel, Los Angeles. Theme will be "New Techniques for Films, Television and Video Tapes."

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More than 1,200 educational tape recordings endorsed by Los Angeles County Board of Education are now available nationally to schools through Magnetic Tape Duplicators, 7925 Santa Monica Blvd., Hollywood 47. The library of tapes is catalogued in a 23-page booklet which may be purchased for 50c from the distributing firm.

As a different visual aid in the study of French, a New Jersey instructor has made up a colored map of France which illus-

trates and locates various regional costumes of that country. Price is \$2.25, with 50c discount if ordered before June 1, from Valentine Tonone, P.O. 882, Upper Montclair, N. J.

FILMS, FILMSTRIPS

Newest filmstrips in the Filmstrip House series on English grammar and composition cover "Composition" in a set of four strips. Filmstrip House is at 347 Madison Avenue, New York 17.

Los Angeles teacher Robert E. Lee is the producer of a new sound filmstrip kit entitled "Living in Mexico Today." The complete kit costs \$65, consists of seven Eastman color filmstrips, seven dual-language LP recordings and a guide booklet. Further information from Studyscopes, P.O. Box 46128, Hollywood 46.

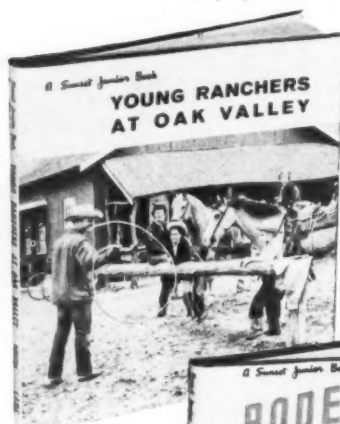
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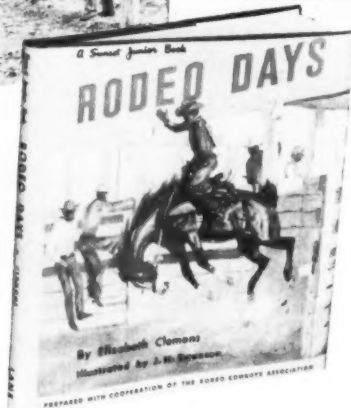
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EDUCATIONAL RADIO & TELEVISION

Applications for 1960 grants-in-aid from NETRC and NAEB will be accepted through May 1. These applications are to be for a grant to help produce a series of educational radio programs for adult or school audiences. Full information on applications from National Association of Educational Broadcasters, 14 Gregory Hall, Urbana, Illinois.

January-February issue of *NAEB Journal* contains an article by Stanley T. Donner, Director of Radio and Television at Stanford University, on the "Curriculum Dilemma" of the student of broadcasting. Other articles include "UHF-TV Translators," by Ben Adler, president of Adler Electronics, and a panel discussion on "Has the Intellectual Failed TV?"

The closed-circuit television program at San Diego State is described in the February issue of *Educational Screen and Audiovisual Guide* by Robert R. Nardelli, principal of the Campus Laboratory School at San Diego State. The article includes a description of facilities, the instructional program, faculty, lessons, preparation of children, and conclusions and recommendations.

Open- and closed-circuit television instruction, as well as in-service teacher training via a commercial station is described in the February issue of *Illinois Education*, official publication of Illinois Education Association. The area described is Chicago.

COMMERCIAL RADIO AND TV

Television Is Yours claims the handbook for listener-viewers published by National Association for Better Radio and Television (NAFBRAT), the group devoted to securing better programs and abolishing undesirables. Contains information on forming listener-viewer groups and where to lodge protests. \$1 from NAFBRAT, 882 Victoria Avenue, Los Angeles 5.

"The Intelligent Parent," which ran for 42 weeks on Los Angeles television, returned to the air over KCOP, Channel 13, Los Angeles, on February 12. The program is an informal discussion program featuring community leaders and experts in such fields as art, music, education, government. Mrs. Florence Thalheimer, president of the

Beverly Hills Board of Education, conducts the series.

"The Secret of Freedom," over NBC network Sunday, February 28, was an outspoken story that will have many complacent citizens—including teachers—searching uneasy consciences and asking, "Am I like that?" The play, by Pulitzer Prize-winner Archibald MacLeish, was written especially for television, and has received enthusiastic NEA support.

In gentler mood, MacLeish appeared on the opening show of CBS series "Reading Out Loud," reading poems of Walter de la Mare to his grandchildren. This series should not be missed! Forthcoming shows will present Eva LeGallienne (April 12) reading "The Ugly Duckling," Jose Ferrer (April 19) reading "Huckleberry Finn," Eleanor Roosevelt (April 26) with "Just So Stories," and Harry Belafonte (May 3) reading a Jamaican folk tale.

CBS has announced a Civil War Series to begin in the fall of 1960. Joseph Krumgold will produce, and *American Heritage* magazine and its editor, Bruce Catton, are expected to collaborate. Another CBS series scheduled to start this fall is "Tomorrow," one-hour programs in prime evening time devoted to showing new developments in science and technology and how they affect the lives of people everywhere. "Tomorrow" will be produced by CBS News in association with Massachusetts Institute of Technology in recognition of M.I.T.'s centennial celebration in 1961.

Among NBC shows receiving Freedoms Foundation awards were "Life in the Thirties" and "Meet Mr. Lincoln," both from the Project 20 series. Forthcoming Project 20 program will be "Mark Twain's America," on April 22nd.

Other NBC programs to watch will be: "Cradle Song," Hallmark Hall of Fame, April 10; DeGaulle in Washington, April 22, DeGaulle U.S. Tour, April 28. "American Heritage" on April 10 will cover Andrew Carnegie.

BERT FELLOWS...

(Continued from page 19)

very seriously. Through the years he is called on by students for advice and help on school, family, and financial problems. His graduates have a strong feeling of loyalty toward their alma mater and they prize the education which led to responsible positions in industry."

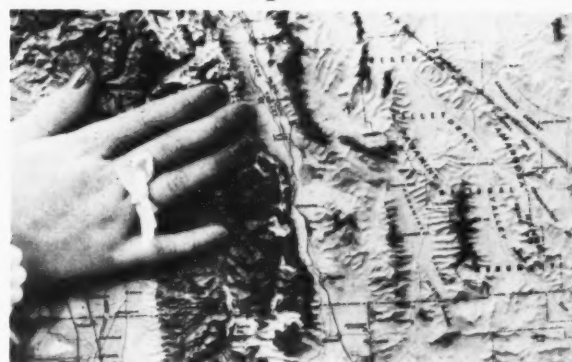
A group of graduates in the San Francisco area, including McPeak and Paul Ruff, the *Journal* operations representative, have formed an alumni unit. The young men have started an alumni scholarship fund, give advice to instructors and stu-

dents on curriculum and electives, and sponsor an annual workshop to bridge the gap between school and employment.

Bert Fellows was born in Kansas City, Missouri, and the family moved to Henryetta, Oklahoma, in the early days where his father, Harry, operated a country newspaper and publishing company. He and his

brothers became "printer's devils," then journeymen. They learned to operate the "snappers" and to deliver papers on horseback. Coming to California in 1934, Bert worked his way through the depression years, holding short-term jobs as machinist and foreman in 22 Southern California towns. The publishers he met then became his friends and applaud-

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ers at the annual Poly Royal exhibitions at the San Luis Obispo campus.

As mechanical superintendent for a Kansas City publishing company for nine years, Fellows had exercised his ideas on production methods and plant design. As machinist-operator at the Santa Monica *Outlook*, he became a spokesman for the Southern Typographical Conference and typographical union. He was working with John B. Long in the legislative hallways of Sacramento when he met Julian A. McPhee.

"A teacher? Me a teacher? I laughed when President McPhee suggested I become a teacher," Fellows recalls now. Then his eyes grow soft as he looks out the office door at the lowered heads of boys intently at work in the shop. He removes his glasses to polish them, then remarks, "I wouldn't trade jobs with any newspaperman in the country. This keeps me young and on my toes. I learn as much as I teach. Working with machines is good but working with ideas, young men and their human aspirations, is finer stuff. And I know the boys who leave Cal Poly will improve the printing industry and the marks on my time-card."

On Fellows' desk were two letters from firms requesting recommendations on engineer-type jobs and several from editors. A copy of "Wrong Font," a little monthly newspaper produced by printing students for printing alumni, was filled with shop news and stories of young men assuming responsible positions. A roll of blueprints and a sheaf of requisitions embodied his dream of a graphic arts building for the training of skilled executives in an important industry. And there was an announcement of scholarship awards by John Long and Henry Ridder as well as Mat Pica Pi, Society of Printing Engineers. Certainly on this cluttered desk was evidence of impressive marks being made on the Fellows' time card, marks which measure the growth and versatility of the State College system in California and the graphic arts industry on the Pacific Coast.

J. WILSON MCKENNEY
Editor, CTA Journal



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PUBLICATIONS of CTA's Commission on Educational Policy have been distributed without charge to CTA members. All members of the State Council of Education and presidents of chartered CTA chapters have sets of the eight policy statements.

As long as they remain in print, titles listed below will be available on application to the State office of CTA, 1705 Murchison Drive, Burlingame, on payment of ten cents a copy for postage and handling only.

Use the checklist below for ordering:

____ **WE HOLD THESE TRUTHS . . .**, first statement by CTA Commission on Educational Policy. Also available in poster form. 1956, 15 pp.

____ **CONTROVERSIAL ISSUES IN THE PUBLIC SCHOOLS**, CEP's second statement of policy. 1957, 16 pp.

____ **THE GIFTED IN THE PUBLIC SCHOOL**, CEP's third statement of policy on intellectually gifted students. 1958, 76 pp.

____ **THE SCHOOL AND ITS PROGRAM**, Bulletin No. 4, is an independent statement of the Commission, describing basic ideas and principles affecting the program of the school. 1958, 76 pp.

____ **TEACHER LOAD**, CEP's policy statement on the scope of the teacher's day-to-day responsibilities. 1958, 24 pp.

____ **CLASSROOM USE OF EDUCATIONAL TELEVISION**, CEP's policy statement on the possibilities of television as an educational medium. 1959, 4 pp.

____ **GUIDELINES TO DEVELOP POLICY ON STUDENT BEHAVIOR**, CEP's statement of policy on disciplined behavior. 1959, 4 pp.

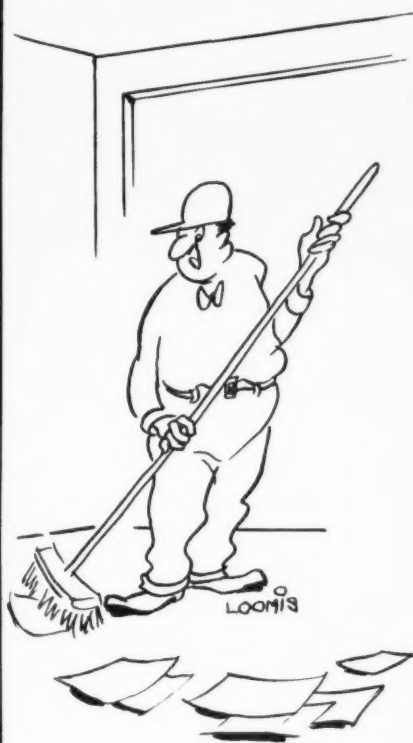
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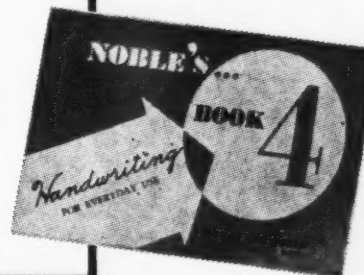
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DR. WILHELMS . . .

(Continued from page 9)

They admire the University and do not wish to undercut it—but neither do they propose to be smothered by it. The Master Plan provides a Coordinating Council overarching the Board of Regents and the proposed State College Board of Trustees, with its own director and staff. It will have power to get data and present an impartial view of all proposals. Beyond this it can only recommend. With reference to proposed budgets, changes in scope, and facility expansions, the Council will give every agency a chance to get its case before the people.

Much more detail could be added. But these look like the fundamental goals. Given satisfactory provisions in these areas, California's state colleges can continue their swift march to the heights.

Dr. Wilhelms is professor of education at San Francisco State College. He serves as classroom teacher 12 hours a week. He received his BA, MA, and Ph.D. degrees at University of Nebraska, has served as teacher, principal, superintendent, and extension instructor. He is a member of CTA, NEA, NASSP, ASCD, CASSA, and is chairman of CTA's Commission on Higher Education.

FR. FINNEGAN . . .

(Continued from page 7)

Association or similar groups.

For all accredited institutions in the State, the Western College Association and the Pacific Coast branch of the American Council on Education provide a means for discussion and unified action. Noteworthy in this regard has been the progress achieved by the WCA through accreditation and the use of joint reporting forms and visitation

STATE COUNCIL OF EDUCATION

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committees with the State Board of Education.

Complementing this present leadership in California higher education, the Commission on Higher Education of the CTA has brought together a representative group of all segments, including junior colleges, to view the issues challenging all of us in the decades ahead. As a continuing body with regularly scheduled monthly meetings, the Commission would seem to be in a much better position than most of the other organizations, not only to see the total picture and to engage in long range planning, but, through the vast resources of the CTA, to make its conclusions known to the members of the profession and the public in general.

With the adoption of the Master Plan Survey proposals, the independent colleges are recognized as having a definite stake in California higher education and welcome this role as partners with their "big brothers" in the State-controlled institutions. In like manner, their representation on the Commission on Higher Education is a recognition of their place in the State.

A characteristic of the Commission, in accord with traditional CTA policy, makes its membership a balanced one between administration and teaching faculty members, thus involving in a truly democratic manner a greater number of the collegiate staff in the proposed "solutions" to the problems which beset the colleges and universities in the decades ahead.

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alone, where the independent colleges have made such a contribution over the years, the problems are myriad. The whole problem of the credential structure in terms of specific requirements and implementation by the colleges must be faced in the next two or three years. Trends in teacher education point to an all-college approach to the education of teachers and imply the continuing interest of all departments in the institution rather than just the division or school of education. A representative group such as the Commission on Higher Education can make a valuable contribution to this problem by the very fact that it represents all segments of higher education. The addition of junior college members to a group engaged in such a study will assure a proper recognition of the important role to be played by them in lower division academic preparation of future teachers. With burgeoning enrollments predicted for the junior colleges, it seems evident that larger numbers of students will be transferring to senior colleges with the consequent necessity of coordination of programs.

The improvement of instruction; the imperative need for continuing higher salaries; the recruitment and preparation of college teachers—all issues common to all institutions—in these areas and similar ones, perhaps not even envisioned today, the Commission will find its challenge. Seriously, month after month at its meetings such issues are pondered, discussed from varying points of view, and analyzed until possible 'solutions' present themselves. Such deliberations create a ferment among the staffs of the institutions represented on the Commission as they are carried back by Commission members and disseminated to the profession as a whole. No longer are issues to be merely debated over coffeecups in faculty dining rooms, but explored and used as a basis for united action.

Perhaps most heartening of all to us in higher education, whether in public or private institutions, is the evident recognition on the part of the teaching profession of the unitary process of education and the need for cooperation on all levels and among all segments in the task of preparing our nation's youth. The teachers of

tomorrow, as those of the past who have come from both public and private institutions, will be selected, screened and educated in all our many colleges and universities of the State. The leaders of tomorrow in the other professions are also being guided through the long educational process today at all levels and in all types of institutions. The teachers of today have shown they are interested in seeing that all of our youth are given the best possible education. Rightly, can we exclaim in a paraphrase of the ringing challenge: "Give me teachers to match my mountains!"

Father Finnegan is professor of education and chairman of the department at Loyola University, Los Angeles. He is currently president of the California Council on Teacher Education and a member of the joint commission of CTE and the Western College Association for the improvement of teacher education in California. A member of CTA for the past five years, he has been a sponsor of Loyola chapter SCTA for the past nine years.

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editorial postscript

WHEN THE NEA dedicated its Washington headquarters building 14 months ago, a "time capsule" (to be opened in 1999) was sealed into the cornerstone. Governors of the states contributed their predictions, including one from California's Edmund G. Brown:

By the year 2000, California's population will have trebled; there will be 7,250,000 children in school, 280,000 teachers. New classrooms will be built at the rate of 4,000 a year."

This month federal census-takers will begin their decennial nose-counting job. But municipalities and chambers of commerce have done a fairly accurate job of keeping tab of the booming population of California. It will be interesting to note whether the State Chamber's estimate of 15,343,000 for this state is enough to cover the official figure.

California's first census, exactly 100 years ago this summer, showed 379,994 persons. The westward trek continued through the century, each decennial period showing gains ranging from 21% (1930-40) to 65% (1920-30). Gain for the last ten years is estimated at 45%, the increase (4,757,000) amounting to the total population of the state at the time of the Wall Street crash of 1929. Southern California counties accounted for the greatest percentage of growth (55%).

It is interesting to note, in Chamber estimates as of the first of the year, that eight counties showed decline in population in the last ten years. All were rural and mountain counties. Most spectacular gains were noted in Orange county (202%) and Santa Clara county (110%). Fifteen counties showed increases of more than 50%; newcomers are flocking to urban centers.

Significant is the scientifically-produced estimate of 20,696,000 for California (35,000,000 for the 11 Western states) in 1970.

ENROLLMENT predictions for California's institutions of higher learning, under the watchful eye of a liaison committee of the Regents of the University and the State Board of Education for the last 15 years, have provided a powerful impact for public acceptance of the Master Plan Survey for Higher Education, which was released to the Legislature in February.

Predicting a full-time enrollment of 661,000 students in California's junior colleges and universities in 1975, the Survey points out that current capacities in most of our institutions will be over-strained in the next five years. Private colleges will not be able to do much more than they are doing right now. This will place the burden of financial support on public institutions.

As the reader examines the four viewpoints on the Master Plan expressed in this issue of the *Journal*, he should remember the predictions that, ten years hence, two-thirds of all high school graduates will prepare for higher education. One eighth of graduates will be admitted to the University of California, one third to the state colleges, and junior colleges will continue as in the past to admit any high school graduate who applies.

Competition for admission will grow keener. As Dr. Lee DuBridge said at the Portland convention of NASSP last month: "We have always been perfectly frank about athletic competition, about a boy's ability to make the football or basketball team. But we have been reticent about differences in intellectual ability. It is going to be obviously and clearly true that admission to the best universities is going to be open only to those who have proved by past achievement that they have both the ability and the determination to attain intellectual excellence."



J. WILSON MCKENNEY, Editor

NEWS continued from page 29

being established at Syracuse University. Half of the initial gift of \$2,000,000 from Mr. and Mrs. Samuel I. Newhouse will be used for construction and operation of a School of Journalism building and associated activities, half will be used to support instructional programs and provide fellowships for graduate work and research in mass media.

SHELL Companies Foundation will contribute in 1960 approximately \$900,000 to expand its present aid-to-education programs. These programs include the awarding of academic fellowships and research grants; Shell Assists, a program for furthering professional development of college teachers; Shell Merit Fellowship program, in which 100 outstanding high school science and math teachers are awarded fellowships to attend summer seminars (this year at Stanford and Cornell Universities); and the Shell Merit Scholarship program, in which 25 high school students who plan careers as teachers of high school chemistry, physics, general science and mathematics are awarded four-year college scholarships through National Merit Scholarships.

COUNSELING and Guidance Training Institutes for approximately 3,000 men and women in public and private secondary schools will be established at 84 colleges and universities this summer. This is the total summer program under Title V-B of NDEA. California institutions selected include: Los Angeles State College, 42 enrollees, June 20-July 29, Dr. Donald G. Mortensen, director; Sacramento State College, 30 enrollees, July 25-September 2, Dr. James A. Saum, director; San Diego State College, 30 enrollees, June 27-August 5; Dr. David D. Malcolm, director; San Jose State College, 30 enrollees, June 22-August 5, Dr. John A. Barr, director; and University of Southern California, 44 enrollees, June 20-July 30, Dr. Earl F. Carnes, director.

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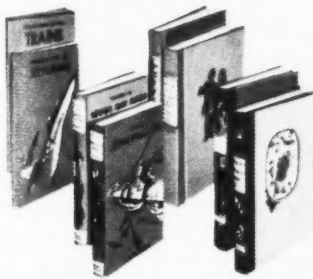
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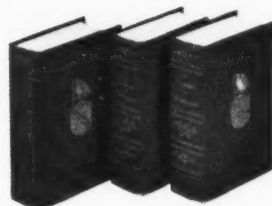
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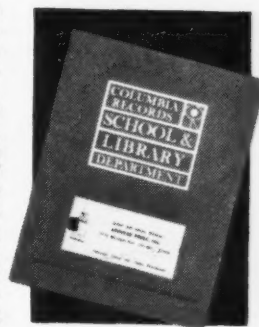
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